

ADPP

ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO



EDUCATION



HEALTH



AGRICULTURE



COMMUNITY DEVELOPMENT

ANNUAL REPORT 2017



ADPP



EDUCATION



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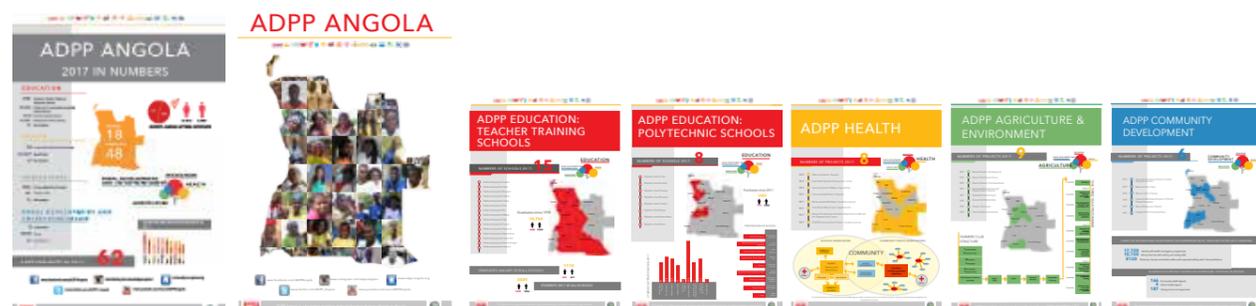
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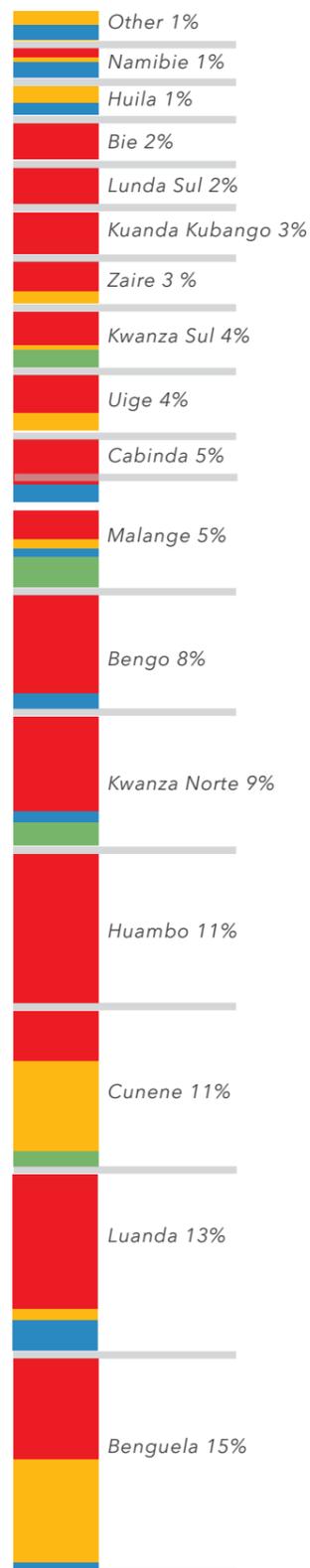
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ADPP ACTIVITY BY PROVINCE IN 2017



A GLANCE AT 2017

by Rikke Viholm, Chairperson of the Board of Directors

2017 was a memorable year in Angola, with peaceful national elections and the subsequent forming of a new government led by President João Lourenço. At ADPP projects around the country, it was business as usual, using a people-to-people approach to contribute to national development goals. 2017 saw the inception of new programmes and projects, the successful conclusion of others, and the consolidation of many more.

As always, our results come from the combined efforts of all involved: community members, project participants, students, teachers, staff and partners. A resounding thank you to each and every one, and we look forward to continued collaboration.

EDUCATION

Throughout 2017, 15 ADPP Teacher Training Schools, 8 ADPP polytechnics, as well as literacy projects and in-service teacher training continued to raise the level of education across a broad spectrum of the population.

1,110 new teachers graduated at the beginning of the year from the ADPP teacher training schools, and 3,245 1st, 2nd and 3rd Year students were breaking barriers to follow in their footsteps. Students at six of the schools promoted and supported the education of girls, both in local as well as rural communities.

ADPPs polytechnics for young people maintained their endeavour to ensure all student developed the skills demanded by the jobs market, skills necessary for the development of the nation.

All ADPP schools participate in "Zones of Pedagogical Influence", whereby teachers and headmasters from neighbouring schools meet to exchange experiences and encourage development. In 2017, the teacher training school in Uíge was particularly involved in a Ministry of Education / World Bank project "Learning for All" aimed at improving the level of education in the province.

Other notable programmes implemented by the schools include projects to raise awareness about road safety, to promote the teaching of science, technology and math (STEM), to promote improved water and sanitation and to mobilize for malaria prevention.

Meanwhile, a milestone was reached in literacy learning, with 7,367 people, 3,835 female, completing Module 3 of the government scheme, corresponding to 6th Grade, the final year of primary school. Literacy training took place in stand-alone projects, and as an integrated part of agricultural, fishing and entrepreneur projects.

HEALTH

One of the most effective ways of improving health and health care, especially in rural Angola, is to assist people and communities to assume personal and collective

In 2017, ADPP was implementing projects simultaneously in all 18 provinces for the first time. Many of the projects, particularly in the outlying provinces, are not in the provincial capitals, but in some of the most remote communities in the country. For the third year running, Benguela remains the province with most ADPP activities, defined in terms of expenditure. Luanda is in second place for the second year, whilst Cunene moves up to 3rd place.

responsibility for the prevention of illness, and the seeking of appropriate treatment where necessary. Certain community health projects, such as in Uíge and Zaire, includes school-based components in order to achieve a greater reach. Consortium projects, as in the cross-border elimination of malaria on the Angola/Namibia border, or the HIV programme in four southern provinces, are also proving effective, in that they ensure coordination and reduce duplication of the efforts of all stakeholders. Strengthening existing health services, as is the aim in four northern provinces, becomes a reality when local people are engaged as Community Health Agents or activists. Moreover, all ADPP projects include elements designed to raise awareness about health issues and to mobilize participants to be proactive with respect to disease prevention.



AGRICULTURE & ENVIRONMENT

Farming projects in 2017 continued to focus on women farmers, as women make up more than half the labour force in the family-based farming sector, and they frequently act as head of the household. Farmers' Clubs in Kwanza Norte, Kwanza Sul and in Calandula benefit both the participants as well as neighboring farmers and, in the case of Calandula with the Agricultural Training Centre, the farming sphere as a whole in Malange. Organization and training in management, literacy, health and business skills training complement the instruction of farmers in agricultural techniques, the use of varied and improved seeds or plants, and improvements in irrigation.

COMMUNITY DEVELOPMENT

ADPP's considerable experience in community development benefited fishing and farming populations alike in 2017, with the continuation of integrated programme in the fishing communities of Cabo Ledo and Buraco, the launch of a new project reaching 70 fishing communities in Luanda, Bengo, Kwanza Norte and Malange, and the initiation of an integrated social development programme in rural areas of Huila and Namibe. Women in Action projects, piloted in Bengo and subsequently introduced in Luanda, give women access to skills training and courses in literacy and entrepreneurship, plus awareness about health matters, thus contributing to personal, household and community development. Similar projects are being rolled out in more provinces.

ADPP ACTIVITY BY SECTOR IN 2017

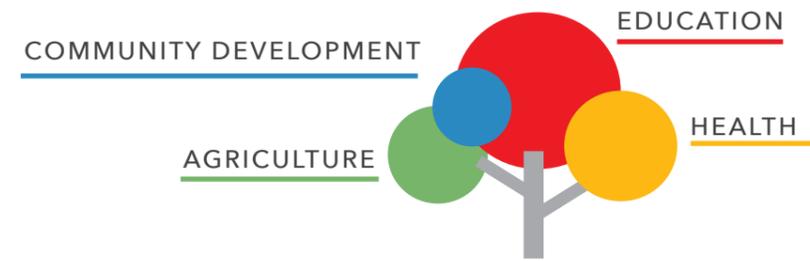


Education continues to represent the biggest sector in ADPP's work, accounting for 69% of expenditure. Approximately 60% of education expenditure was on the 15 teacher training schools, while 33% was devoted to the 8 Polytechnic Schools. Literacy training, 40 Pedagogical sessions, Road Traffic Safety and the STEM project account for the rest. Spending on Health is at 20% of overall expenditure, reflecting an increase in the number and scope of Health projects in 2017. The proportion of funds devoted to agriculture and community development decreased slightly in 2017



WHAT WE DO

ADPP's first project in 1986 was a technical school, closely followed by a latrine building project, an agricultural centre, and the distribution of second hand clothes. Since, ADPP's projects have continued to fall into four broad sectors: Education, Health, Agriculture and Community Development. Education in one form or another is a cornerstone of all ADPP's work, whether in schools, literacy lessons, community development committees, field schools or via mass mobilization to improve public health. Women's empowerment is also a cross-cutting theme, as is environmental awareness.



EDUCATION



- 15 Teacher Training Schools, which provide a 3-year pre-service training course graduating approximately 1000 primary school teachers annually
- 8 Polytechnic Schools, which provide 3-year lower secondary level education (7th - 9th grade), combining practical and theoretical education. The schools offer 2-4 of 9 trades, including Energy Assistant, Food Producer and Textile Artisan
- "Frontline Institute" which provides basic management training to potential and current staff
- Time-limited, thematic projects including, in 2017, empowering girls in rural areas and improving Science, Technology, Engineering and Maths teaching among teachers.

AGRICULTURE & ENVIRONMENT

- Farmers' Clubs, including Women's Farmers' Clubs, which organize farmers in groups of approximately 50, and provide them with the knowledge, tools and resources necessary to sustainably improve agricultural production. In 2017, Farmers' Clubs have been in operation in Kwanza Sul, Kwanza Norte and Malange.
- Other projects related to agriculture, including in 2017, a Sustainable Charcoal production project in Huambo and Kwanza Sul, and Farmers' Field Schools in Cunene.



HEALTH

In the health sector, ADPP has three broad approaches:



- Community-based projects, where structures are put in place to inform, organize and mobilize community members to improve public health. In 2017, these have included Community Health Agent projects on malaria, HIV and TB in a number of provinces in northern Angola; a malaria elimination project in the south, and water and sanitation projects in Benguela.
- Schools-based projects, where teachers and their pupils are trained and carry out community health campaigns. In 2017, these have included a Road Traffic Safety project in schools in Luanda, malaria projects in Zaire and Uige and HIV projects in southern Angola.
- Consortia, in which ADPP works with other organizations to provide integrated services. In 2017, ADPP is leading a consortium to combat malaria on both sides of the southern border with Namibia, and also leads a second Consortium working on HIV/AIDS in four provinces.

COMMUNITY DEVELOPMENT

- Social organization of families, including projects which organize and train communities to create and follow their own development plans. These are often multifaceted, including literacy training, mobilization on health issues, latrine building, creation of savings groups, entrepreneurship training and more. In 2017, Pescas in 4 provinces and in Luanda falls under this category.
- Entrepreneurship and economic development. Typically these projects involve skills training combined with entrepreneurship lessons and often life skills. In 2017, for example, Women in Action projects in Caxito, Cazenga and Cabinda.



EDUCATION



TEACHER TRAINING SCHOOLS



ADPP works closely with the government to provide teacher training, lower secondary polytechnic education and literacy training for adults. Together, these contribute to many of the targets of Global 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
-  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



SCHOOL START

1995		Teacher training school Huambo
1996		Teacher training school Caxito
1997		Teacher training school Benguela
1998		Teacher training school Cabinda
2000		Teacher training school Luanda
2001		Teacher training school Zaire
2006		Teacher training school Bié
2007		Teacher training school Malanje
2007		Teacher training school Uíge
2008		Teacher training school Cunene
2009		Teacher training school Kwanza Sul
2010		Teacher training school Kwanza Norte
2013		Teacher training school Londaumbali
2013		Teacher training school Kuando Kubango
2015		Teacher training school Lunda Sul

TEACHER TRAINING



The International Year of the Teacher

The Year of Another Kind of School

The Year of Another Kind of Teacher

THE 3 YEAR PRE-SERVICE PROGRAMME

Training to become primary teachers at rural schools places many demands on the students, demands that are designed to prepare them for the challenges ahead. As at any teacher training institution, 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. Academic competence on its own, however, is not sufficient. To become 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 enhance 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.

YEAR 1 - The International Year of the Teacher

Under the headline "The International Year of the Teacher," 1st Year students learn to become world citizens. Their programme is divided into three main periods, with a 12-week study trip as the common link. The first period is all about preparation, studying global themes, learning about teamwork, and planning and organizing all aspects of an extended study trip through Angola and, where possible, neighboring countries. Period 2 is the trip itself. Groups of 30 students and three teachers travel together in busses they themselves have equipped as home, classroom and means of transport. They investigate at first hand how schools, hospitals, local administrations, traditional authorities, farms and factories operate. They gain an incomparable knowledge of the geography, history and nature of their own country, and they experience the challenges of rural life by living and working in small farming villages.

Period 3 begins when the students return to their school. They gather material about their study trip to prepare talks and exhibitions, infecting audiences with their enthusiasm about the world around them.

YEAR 2 - The Year of Another Kind of School

Another Kind of School describes the goal for 2nd Year students. Over eight periods of four weeks, they build up a solid core of teaching experience at local primary schools, while introducing methods, practical ideas and material to engage the children in their own learning. They make school interesting, fun, caring and safe - "another kind of school." The remaining two periods of 2nd Year are devoted to developing specialist knowledge and capabilities in addition to teaching qualities. The students first spend four weeks investigating one of the following the fields : health care, food production, entrepreneurship, women's affairs, community work and communication. During the final three months of the year, they carry out actions in local communities, such as teaching about hygiene, helping build latrines, encouraging the cultivation of vegetables, or digging wells. Curriculum studies continue unabated, and the students find time to undertake maintenance at the school, rehearse and perform theater, play sport, and organize talks, open days, cultural events and commemorative celebrations.

YEAR 3 - The Year of Another Kind of Teacher

The final year of teacher training is the most challenging, as the students spend 42 weeks working as full-time teachers in rural communities. Not only are they in charge of their own class, but they also take on other tasks. Some begin by constructing classrooms for their pupils, while others go from house to house enrolling children.

In addition to teaching, the students implement community projects and organize public activities. They complete distance study tasks, undertake research into educational themes, and prepare reports about their teaching practice. Twice a year, during the school holidays, they return to teacher training school to exchange experiences, check progress, and make plans for the following term.

The final two weeks of the year are devoted to exams, with graduation taking place early in January.

SUBJECTS

		Total Hours
YEAR 1	Biology, Communication, Physics, Geography, History, Computer Studies, English/French, Introduction to Sociology, Basic Economics, The World in which We Live, Chemistry, Healthy Living until Old Age	2095
YEAR 2	Sociologic analysis of school management and administration, Angola - Our Country, Natural Science, Didactics of Natural Science, Culture, Sport, Culture and Music, Didactics of Physical Education, Didactics of Moral and Civic Education, Geography, Arts and Crafts, Philosophy of Education, School Management and Administration, History, Humanistic Solidarity, Portuguese and Didactics of Portuguese, General Maintenance and Cleaning, Mathematics and Didactics of Mathematics, Pedagogical Workshop, Pedagogy and Methodology, Food Production, Production and Management, Psychology, The Second Head of the Teacher.	2249
YEAR 3	Distance learning, Micro Project, Teaching Practice.	2316
		6660



TEACHER TRAINING

STUDY TRAVEL

A highlight of the first year of the teacher training programme is the 12 week study travel, where students and teachers “learn to travel and travel to learn”. The period is known as “Machibombeando”, from the Portuguese. They travel by bus, camping along the way, meeting people from all walks of life and get to know what matters.

The inaugural trip in 2013 saw 14 Schools of the Teachers of the Future from 13 provinces around the country participating with 1,050 students, 105 teachers, 14 directors and experienced drivers. They were the pioneers in the first year of bussing the continent. 19 busses were bought in order to organize the trip.

The trip took place in 2 periods, where half the schools travelled from April to July and the other half (using the same busses) travelled from August to November.

Namibia, Botswana, Zimbabwe, Zambia, Tanzania, Mozambique and, of course, Angola were traversed, studied and investigated. The students shared experiences with people living in rural communities, communicating as best they could, given the language barriers. This too was an important learning process, since many different local languages are spoken in rural communities in Angola.

In 2014, 1.150 students, 115 teachers and experienced drivers travelled in 20 busses - again in 2 periods to utilize the busses. They travelled to the same countries as in 2013, except from Moçambique.

In 2015 and 2016, machimbombeando has concentrated on investigating Angola itself, discovering the rich diversity of the country

in terms of culture, language, society, history, geography and economy.

In 2015 the travel took place with 1.090 students, 109 teachers and most of the same drivers as the previous years.

An ADPP Machimbombeando bus driver is a “Safe Driver”, because he adheres to the rules and regulations that are put in place to secure that the travels take place without accidents. The basic rules are, 50 km per hour, no driving after 18.00 in the night and before 6.00 in the morning, a driver’s assistant must at all times be beside the driver to be alert, and the drivers follow the principles of defensive driving.

In the 5 years of traveling there has been no accidents.

In 2016 the 1.115 students and 110 teachers and 15 drivers from 15 schools visited all provinces of Angola and made investigations and visits, stayed with families etc. in 75 of the 154 municipalities. Meanwhile, in 2017 1060 students and 108 teachers undertook the study travel, visiting 67 municipalities in 16 provinces. All in all 5.105 students and their teachers have been traversing Angola and/or Southern Africa as the start of the 3-year programme to become a teacher.



TEACHER TRAINING



40 PEDAGOGICAL SESSIONS

40 Pedagogical Sessions is a programme of in-service teacher training which aims to help teachers, for the most part without pedagogical qualifications, raise the standard of primary education.

In-service teachers follow the course of 40 sessions over the course of one academic year, with one four hour sessions per week, and practical tasks to carry out in their classes between sessions. Each session tackles a different topic, and the whole course provides a deeper understanding of the children themselves, an explanation of the qualities required of a teacher, practical advice about lesson and classroom preparation, ideas for engaging the interest of pupils, suggestions for activities and field trips, and a greater academic knowledge of curriculum subjects.

The 40 Pedagogical Sessions are operated by the ADPP teacher training schools, but take place at suitable locations close to where teachers work, often in rural areas.

In 2017, 250 in-service teachers in Lunda Sul Province completed the course of 40 Pedagogical Sessions and received their diplomas at two graduation ceremonies. A further 110 in-service teachers commenced the course, and 40 more will begin in February 2018. The course was organized

as part of the Lunda Sul “Education for All” project.

The teacher training school in Kwanza Norte embarked on a second phase of 40 Pedagogical Sessions in September 2017. The course is benefiting almost 400 in-service teachers in the municipalities of Ambaca, Lucala, Golungo Alto and Cambambe. The first phase, with 206 teachers from Lucala, Sambu Caju and Golungo Alto, ran from August 2016 to July 2017. The courses have demonstrated the value of in-service pedagogical training as a means of supporting teachers with debates, fresh ideas, modern approaches and resources to draw upon. Renewed motivation proved to be an equally important benefit. Examples of the changes introduced by teachers include group work, the creation of teaching material, excursions, the use of everyday situations to learn basic math, brightening up classrooms with teaching aids, improved communication with parents, the establishment of girls’ clubs and, above all, lesson planning and preparation.





ADPP EDUCATION: TEACHER TRAINING SCHOOLS

NUMBERS OF SCHOOLS 2017:

15

- Teacher training school Huambo
- Teacher training school Caxito
- Teacher training school Benguela
- Teacher training school Cabinda
- Teacher training school Luanda
- Teacher training school Zaire
- Teacher training school Bié
- Teacher training school Malanje
- Teacher training school Uíge
- Teacher training school Cunene
- Teacher training school Kwanza Sul
- Teacher training school Kwanza Norte
- Teacher training school Lounduimbali
- Teacher training school Kuando Kubango
- Teacher training school Lunda Sul

Graduates since 1995

10,754



3284 **7470**

1110



439 **671**

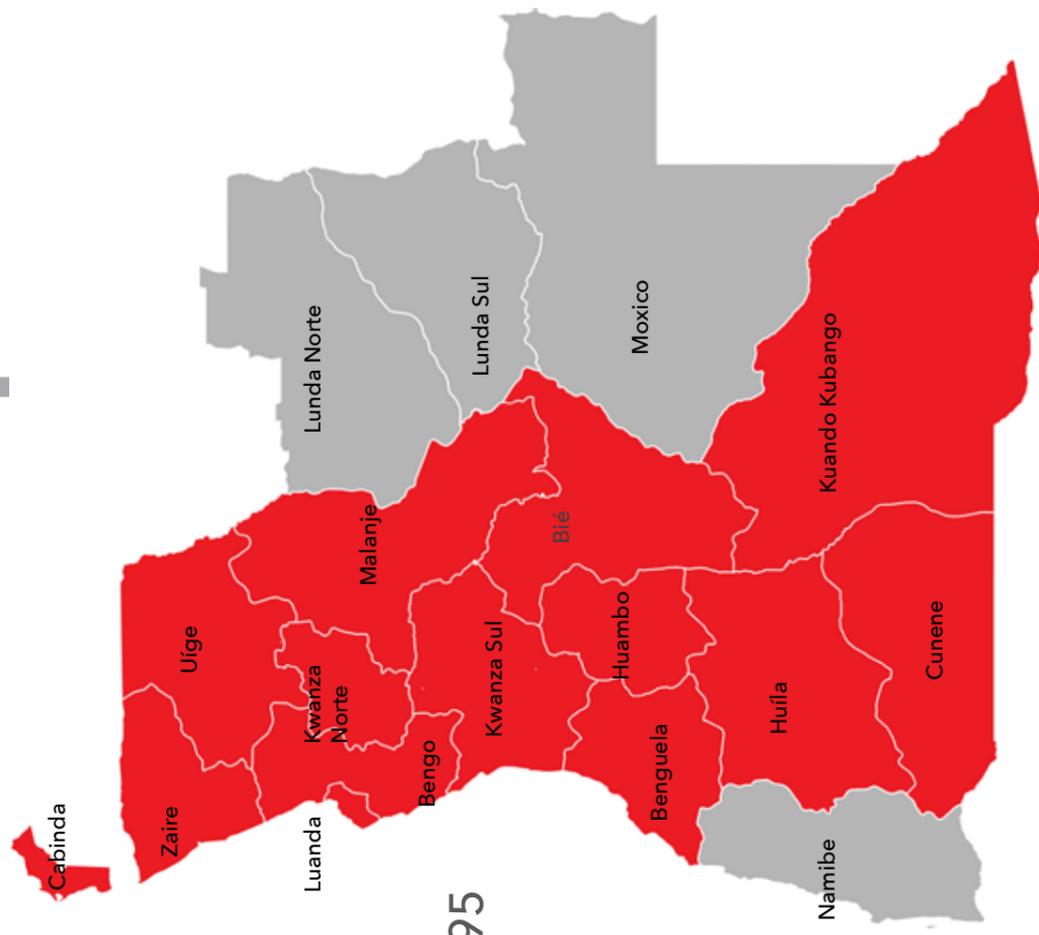
GRADUATES JANUARY 2018 ALL SCHOOLS

3324



1390 **1934**

EDUCATION



STUDENTS 2017 AT ALL SCHOOLS



IMPROVING THE TEACHING OF SCIENCE & MATHS IN LUANDA

The STEM project works with teacher trainers, teacher trainees and secondary school teachers to improve the teaching of STEM subjects- Science, Technology, Engineering & Maths, with a focus on practical lessons.

ADPP is collaborating with the Angolan Ministry of Education on a project to strengthen the teaching and learning of Science, Technology, Engineering and Math, the STEM disciplines that are so widely recognized as being key to development, at the same time as pervading every aspect of daily life.

A pilot phase of the project ran during 2017 and centered on a series of pedagogical sessions for in-service teachers at ADPP's three polytechnic schools in Luanda, and the teacher training school EPF Luanda. Practical, hands-on activities and experiments, using basic materials and equipment, boosted the participating teachers' capacity and confidence. They gained vital knowledge and tools to make the teaching of science and mathematics interesting for themselves as well as for their pupils.

Open Days held at Polytechnic School Ramiro, Polytechnic School Cazenga, Polytechnic School

Zango and Teacher Training School Luanda demonstrated to a wide public the transformation in the way of teaching math and science, and the students' grasp of the subjects. The open days attracted considerable interest from other schools and institutions.

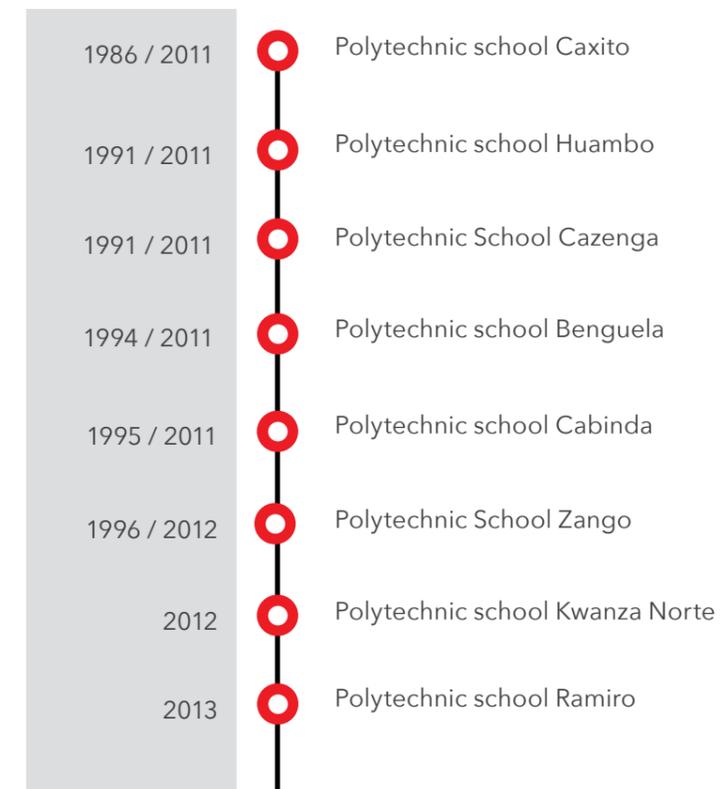
In preparation for the second phase of the project, a pool of instructors and assistants was formed, under the guidance of two project coordinators. Over a period of three weeks in late November and early December, the instructors gained in skills, knowledge and the practical application of STEM lessons, using laboratory material and equipment at Teacher Training School Luanda and Garcia Neto Teacher Training School. Four teacher training schools and four lower secondary schools, all of which are in Luanda, will continue to develop the programme in 2018.



POLYTECHNIC SCHOOLS



SCHOOL START / POLYTECHNIC PROGRAMME START *



* Many of the schools started in the 80s and 90s as Children's Schools or Vocational Schools. The Polytechnic programme was introduced from 2011.

MODULES



"Running Together"

"Running the School Together"

"Running the World Together"

THE THREE YEAR PROGRAMME

ADPP's Polytechnic Schools- known as EPP from the Portuguese *Escolas Polivalentes e Profissionais*- offer young people a polytechnic education, with a typically strong emphasis on practical and practice-based learning, leading to technical proficiency in a variety of careers. Academic knowledge is important too, in order to achieve the secondary school leaving certificate that gives access to higher education, while skills acquired in communication, presentation and problem-solving open up many more doors to the students who successfully complete their three-year course of EPP training. Eight schools around the country currently offer the 7th to 9th Grade polytechnic course, which form part of the country's offer of basic technical-professional education. At the beginning of 2017, 423 students graduated from these schools, taking with them a range of accomplishments that make them effective players in today's society. A further 523 new students enrolled in 7th Grade, ready to embark on the same journey. That journey has been compared to climbing a Mount Everest, where periods of ascent- hikes- are followed by plateaux to take in the view, look back at achievements and prepare to scale the next section. The entire route is mapped out, so teachers and students alike know what to look forward to, and what challenges lie ahead, as well as what is expected of each and every one if they are to reach the summit.



In each "hike", there is a 2-4 week "plateau"

7th Grade: Running Together

The first year is about getting used to new ways of learning, where the student assumes ever more responsibility and the teacher acts as facilitator and provides support and encouragement. Swimming like a Fish in the Sea, Questions and Answers, and Three Professions, Three Common Actions define 1st Year at EPP. Class lessons are linked to practical actions and field trips; information is sought rather than dispensed, through investigations and personal experiences; and the students get a taste of possible careers while implementing actions for the benefit of the community.

8th Grade: Running The School Together

This year sees the students Digging Deep into their Profession, studying Angola, Past, Present and Future, and finding out how to Leave Your Mark at the School and in the Community. They follow the career of their choice while studying common curriculum subjects, and they begin to take on the responsibility for running aspects of the school, such as waste recycling, maintenance of the electrical and water systems, or cultivation of the vegetable garden. Communities around the schools appreciate the intervention of the students, as they demonstrate their growing skills by explaining about vegetable cultivation, assisting with minor electrical repair, improving hygiene installations, or raising awareness about disease prevention.



9th Grade: Running The World Together

The final year takes the students increasingly into the world of work, with on-the job experience through work attachments during Practising Your Professions - at school, in workplaces and in ADPP Projects. They then broaden their knowledge of the global community by interviewing foreigners living in Angola, in the period In Contact with the World. Towards the end of the year, 9th Graders demonstrate their practical skills and abilities through Your Test Piece as a Community Action, and show they are ready for whatever the future might bring. Some may grow and plant trees, others demonstrate natural and healthy fruit juices, or promote the use of environmentally friendly pesticides, or perhaps develop activities for pre-school children, all according to their career choice and interests.



POLYTECHNIC SCHOOLS

THE NINE PROFESSIONS

The Polytechnic Schools offer between 2-4 professions and students specialise in one of these. The majority of the curriculum over the three years is dedicated to practical and theoretical tasks and community actions related to the chosen profession.

ENVIRONMENT PROMOTER



Students learn about the environment and how to protect it from both current as well as potential future problems. They study and raise awareness about climatic change and global warming, and they implement campaigns and community actions to promote conservation. Recycling systems, tree planting, natural pesticides and water-saving installations are among the many practical aspects of the course. At their respective schools, the students assume responsibility for the maintenance and improvement of their immediate surroundings. In 9th Grade, they gain work experience at the Institute for Forest Development, Environment Schools and similar institutions.

WATER ASSISTANT



Welding, well-digging and maintenance, pipe-laying, pump installation, guttering and drainage and irrigation systems all form part of the course. The students also learn about bathroom and kitchen fixtures, as well as general building skills. At the schools, they take responsibility for all aspects of maintenance of water tanks, piping, water-saving, and welding in general. Members of the local community benefit from the actions of the students, as they help dig wells, prepare rope pumps, give talks about water purification, or install tippy tap handwashing systems.

ENERGY ASSISTANT



Energy in all its forms and sources, together with methods of saving energy, are the key elements of this course. The students then learn about electrical installations and their maintenance, and they gain practical experience by checking the wiring at local homes to ensure they are safe. On developing these skills, the students themselves carry out installation work, both at school as well as in the community. Energy saving campaigns fall within the remit of the Energy Assistants, often at local primary schools. At Polytechnic School Caxito, the Energy Assistants are responsible for the solar energy plant, and they recently wired an entire sewing workshop.

PRE-SCHOOL ASSISTANT



Students have to be very well prepared for working with small children, a task that requires creative skills, organizational abilities, an understanding of child development, pedagogical knowledge, and a great deal of patience. There is no shortage of workplaces to observe the job of a nursery teacher and gain practical experience. Aside from learning how to work with pre-school children, Pre-School Assistants learn to work with parents and communities, encouraging them to give their children the best possible start to their formal education by attending a pre-school.

MODERN COOK



Modern Cook students learn traditional dishes as well as dishes from around the world, and develop the capacity to prepare food for large numbers of people, whether on a daily basis or for special occasions. There is an emphasis on healthy and nutritious food, and the use of locally cultivated produce. Students prepare and demonstrate fruit drinks as an alternative to sugary soda, and raise awareness about reducing the use of oil and salt in the daily diet. They work in the kitchens at their own schools, and gain further experience in restaurants and with large catering companies.

FOOD PRODUCER



Beyond 7th Grade, where students learn the basics of plant biology, soil structure, nutrition and household economy, Food Producer students develop their theoretical knowledge and their practical skills in horticulture and animal breeding. They give talks about healthy eating based on local produce and demonstrate how to create small household vegetable plots using sustainable agriculture techniques. Work experience provides them with an opportunity to expand their knowledge about large scale production, the importance of fertilizer, conservation agriculture and animal care. Collaboration with local smallholders is beneficial for both parts.

COMMUNITY HEALTH AGENT



All the polytechnic students learn about hygiene, sanitation and disease prevention but Community Health Agent students go far beyond the basics, researching matters of relevance in the community, organizing cleaning actions, participating in vaccination campaigns, collaborating with the police in road safety activities, working in local hospitals, giving talks about HIV/AIDS, malaria and teenage pregnancy, demonstrating nutritious food at food fairs, assisting families in taking preventative health care measures, and producing informative leaflets and posters about a wide range of health issues.

INFORMATION AND MEDIA ASSISTANT



Information and Media Assistant students learn how to gather information and how to pass it on, whether for their colleagues in the form of a wall journal, over the school or local radio, on television, in leaflets and posters, through photographic exhibitions or reports. They hone their technology skills during computer studies and courses about the use of cameras and printers, and they produce material about health, nutrition, the environment, road safety and so forth.

TEXTILE ARTISAN



The Polytechnic School Caxito is pioneering this new tailoring course, introduced in 2017, with a curriculum that includes aspects of design, use of different textiles, stitching and tailoring, workshop equipment and tools, care, maintenance and simple repair of sewing machines, identification of market niches, entrepreneurship and business skills. The course puts students in a position to create their own business, or support themselves or contribute to the family economy as they continue their studies.



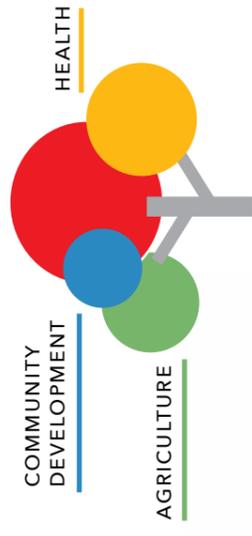
ADPP EDUCATION: POLYTECHNIC SCHOOLS

8

NUMBERS OF SCHOOLS 2017:

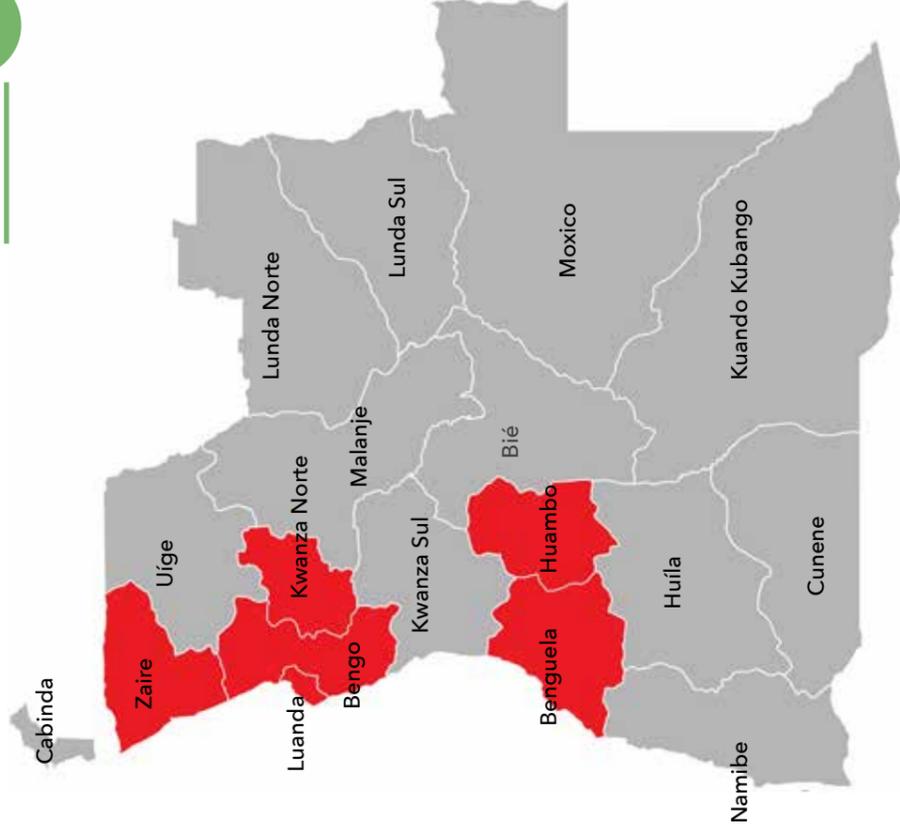
- Polytechnic school Caxito
- Polytechnic school Huambo
- Polytechnic School Cazenga
- Polytechnic school Benguela
- Polytechnic school Cabinda
- Polytechnic School Zango
- Polytechnic school Kwanza Norte
- Polytechnic school Ramiro

EDUCATION

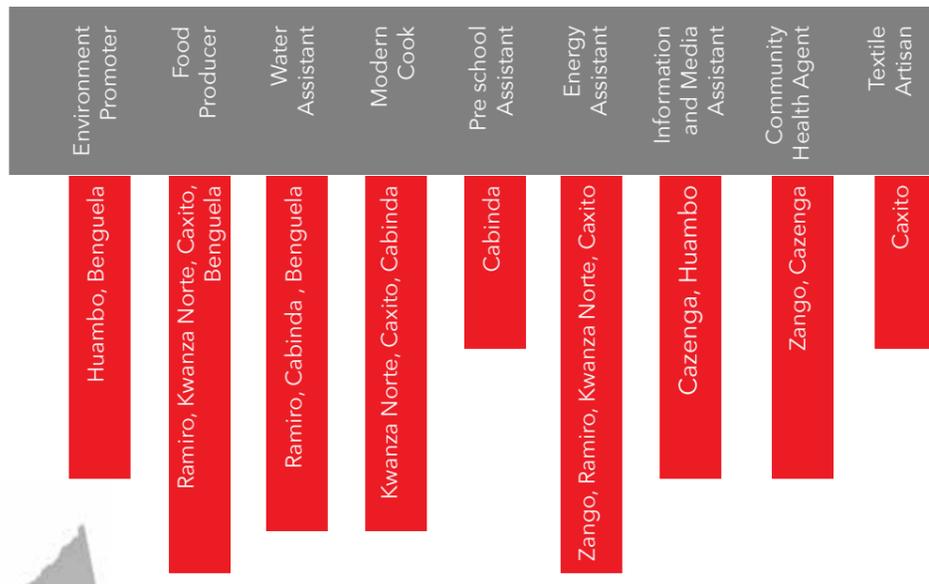


Graduates since 2011

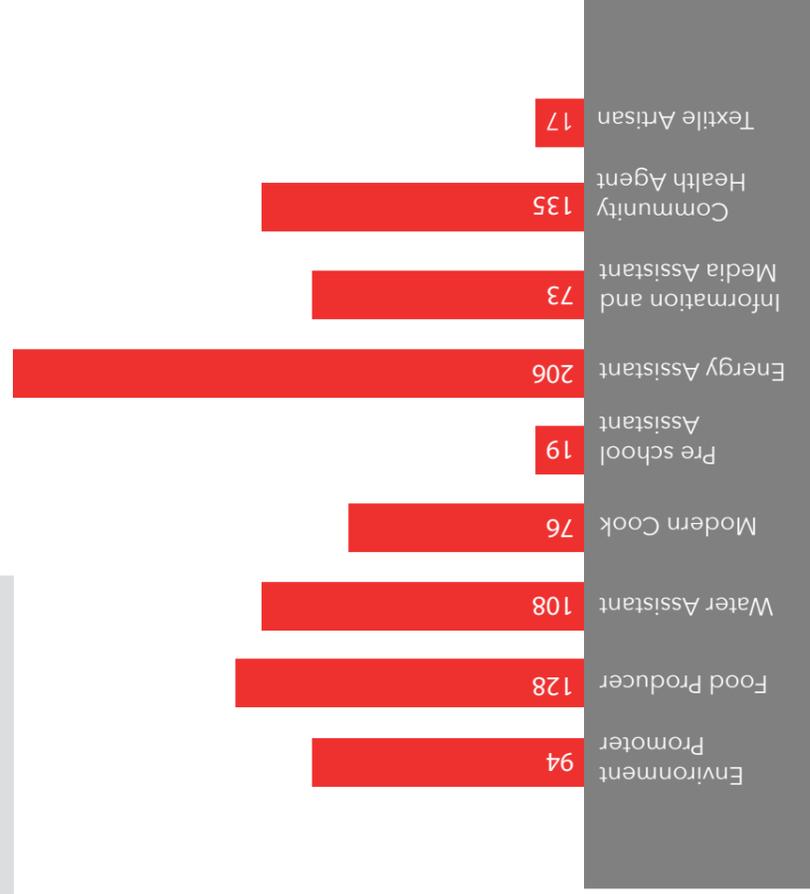
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PROFESSIONS BY SCHOOL



STUDENTS BY PROFESSION IN 2017



THEATRE

Theater at ADPP's schools is virtually a curriculum subject. It features annually, in the run-up to the Theater Competition, and it features on a regular basis during café evenings, open days, presentations, and clubs run by trainee teachers for their pupils. Theater is about creativity, building confidence, gaining communication skills and social awareness. It is about telling stories, but also about making changes, about tolerance and how to address critical issues in the world, about empathy and acceptance of others for who they are and, above all, it is about team work. Enjoy these images from the 2017 theatre competition at 25 ADPP schools.



EMPOWERING GIRLS

"All Girls in School" sums up the essence of the project, whereby trainee teachers from six ADPP Teacher Training Schools spent the year working to enable girls to attend and complete their primary education. 2017 saw the second phase of the project reach 125 rural primary schools, where Team 2015 was gaining teaching experience over the entire academic year. At the same time, Team 2016 from the same six Teacher Training Schools continued the project at 45 primary schools in rural areas, during their periods of teaching practice.

Project activities centered on giving lessons about education for all, equal rights, and sexual and reproductive health, in order to raise awareness among even the youngest pupils. Extra curricular activities reinforced the messages taught in the classroom, and provided the students with the opportunity to help academically weaker pupils to catch up with their studies. Girls who were pregnant, and girls who already had small children, received particular attention to promote

the idea that studying was not incompatible with their situation.

Both Team 2015 and Team 2016 held pedagogical sessions for in-service teachers, partly to raise the level of teaching but partly also to focus on the education of girls, and all the factors that could affect their success or failure at school. One of these factors was the widespread lack of sanitary facilities, which had a major impact on the attendance rates of female pupils. By addressing the issue, and by physically upgrading and subsequently maintaining school latrines and bathrooms, the project removed one of the obstacles to the regular presence of girls.

Parents and the community as a whole play an important role in ensuring that girls have equal access to education, and equal support to complete that education. The participating Teacher Training Schools held open days, organized awareness campaigns, and arranged public events to promote the programme goals.

RESULTS 2017

- 490 Team 2016 students trained in All Girls in School programme
- 740 Gender awareness lessons at 44 primary schools
- 63 Saturday Pedagogical Sessions about girls' education with in-service teachers
- 44 Primary schools mobilized to maintain sanitary facilities
- 281 Youth clubs, with gender awareness on the agenda
- 58 Open Sundays
- 57,997 Community members reached with project messages
- 6 Major events about project goals
- 757 Lessons for 1st to 3rd Grade at 117 rural primary schools
- 786 lessons for 4th to 6th Grade at 117 rural primary schools
- 272 Pedagogical Sessions for rural in-service teachers
- 2263 Girls at the 117 rural schools joined clubs and received assistance
- 837 Community activities reaching 24,438 people around the rural schools

FRONTLINE INSTITUTE ANGOLA

Frontline Institute provides courses in basic management training for key personnel and volunteers at ADPP projects, with the aim of equipping them with the skills and knowledge to be at the forefront of development programme.

Participant spends six months at Frontline Institute in Huambo, learning about management, teamwork, decision-making and responsibility. They become even more acquainted with the reality of life in Angola and discuss ways of improving conditions for those less fortunate. Practical activities at the school, such as maintenance and food production, stand them in good stead for the future, wherever they find themselves.

Five months of practical work at an ADPP project completes the course, with the option of continuing to an advanced management course at Frontline Institute, Zimbabwe, run by DAPP Zimbabwe. Participants then return to Frontline Institute to take stock of and demonstrate what they have learned, and explain their experiences to others.

15 Teams have completed their training at Frontline Institute Huambo since 2009, with a total of 340

participants. The 16th team enrolled in February 2017. 19 participants completed the first six months and joined projects ranging from Farmers' Clubs in Kwanza Norte, Kwanza Sul and Malange, to development projects in fishing communities in Cabo Ledo and malaria programmes in Uige. Six participants continued studying at Frontline in Zimbabwe. All members of the team will return to Frontline in February 2018. Team 17 began training in August 2017.

During 2017, nine development projects benefited from the work of Frontline Institute participants, and 22 community campaigns were carried out. At Frontline itself, the various teams helped produce 250 kg of maize and beans and 826 kg of vegetables. They raised 18 pigs and 20 hens as part of smallholding activities, and planted 3,010 trees in neighboring communities.



ADULT EDUCATION



Adult literacy features in the many ADPP projects, for the simple reason that literacy matters. Farmers, fishermen, female entrepreneurs, the old and the young, all benefit from programme integrated into projects across the country.

Every year, thousands of people learn to read, write and do simple math, enabling them to keep records, follow agricultural manuals, improve the marketing of wares, open bank accounts, help their own children do homework, understand the labels on medicine bottles and much more that is often taken for granted. Lessons are based on the government approved three-module scheme "Enjoy Reading and Writing".

Kwanza Norte Educational Center, which houses the ADPP teacher training school and Polytechnic School Kwanza Norte, taught Modules 1 and 2 to more than 3,700 people in 2017. Meanwhile in Lunda Sul, 1083 people reached the third and final module of the programme. Of these, 350 people completed Module 3, corresponding to 6th grade level, in September 2017, while 688 are scheduled to complete in March 2018.

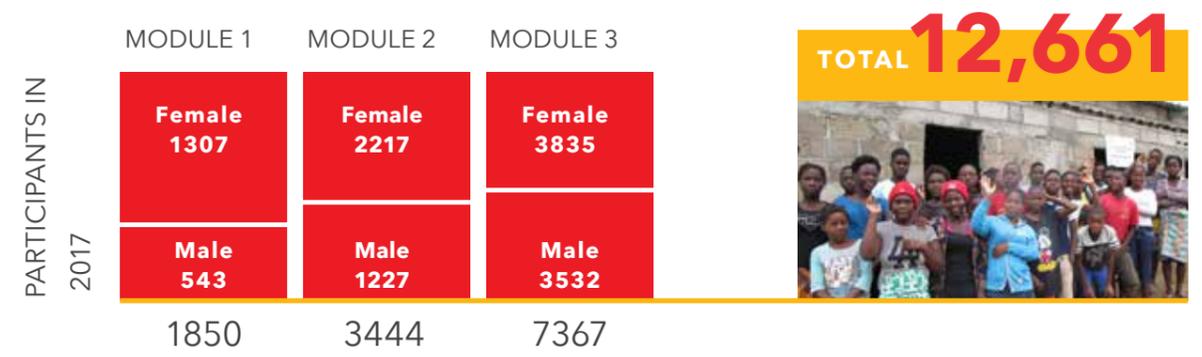
Farmers' Clubs in Kwanza Norte, Kwanza Sul and Kalandula, Malange, offer literacy classes to members, as part of a programme leading to social and economic empowerment. Without the ability to read, write and calculate simple sums, the farmers cannot follow, read informative posters, record their planting and harvesting records, keep track of sales and gains, or be sure they are getting the best or at least correct prices for their goods. In 2017, 720 FC Kwanza Norte and 455 FC Kwanza

Sul members attended literacy classes, as did 375 participants at FC Kalandula.

A new project targeting fishing communities Luanda, Bengo, Kwanza Norte and Malange has the ambitious target of 10,000 participants in literacy training. Classes will begin in 2018. Meanwhile, the fishing villages of Cabo Ledo and Buraco have been part of a community development programme since 2015. In 2017, some 500 literacy learners attending classes.

In Caxito and Cabinda, two Women in Action projects which provide courses in sewing and business skills, are also providing literacy training. Although a number of the women who enroll already have reasonable reading and writing skills, and participate directly in courses on entrepreneurship, there are many who have to begin from the beginning in order to be able to participate in and benefit fully from sessions about establishing and running their own business.

In addition to these projects, ADPP runs small scale literacy training via other projects. For example, ADPP's Fundraising branch in Kunene helped many of its customers by organizing literacy classes in 2017. Teacher training school students implement literacy micro projects during their final year of training, when they are teaching at schools in rural communities.



HEALTH

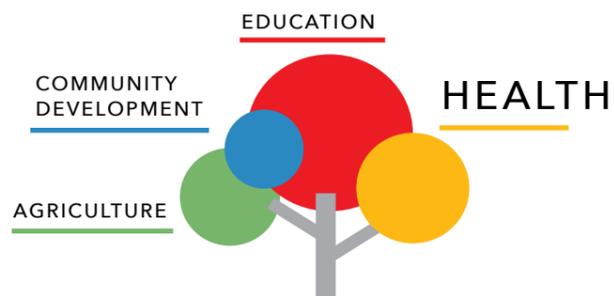


COMMUNITY HEALTH AGENTS & SCHOOLS-BASED PROJECTS



ADPP's key contributions in the fight for good health and wellbeing lie in community work and in linking communities to health service providers. Our major efforts in 2017 were in the following areas:

-  Reduce Maternal Mortality
-  End All Preventable Deaths Under 5 Years of Age
-  Fight Communicable Diseases
-  Reduce Road Injuries and Deaths
-  Universal Access to Reproductive Care, Planning and Education



PROJECT START

- 2012** ● Water and Sanitation - Benguela
- 2016** ● Road Traffic Safety School Programme - Luanda
- 2016** ● Community Control of Malaria - Uíge and Zaire
- 2016** ● Community Health Project - Benguela
- 2017** ● Reinforcing the Health System - 4 northern provinces
- 2017** ● Cross-Border Malaria Project - Angola-Namibia
- 2017** ● Raising Girls' Awareness of Sexual and Reproductive Health and HIV - Benguela, Huila, Cunene
- 2017** ● HIV & TB Community Control Project - 4 southern provinces

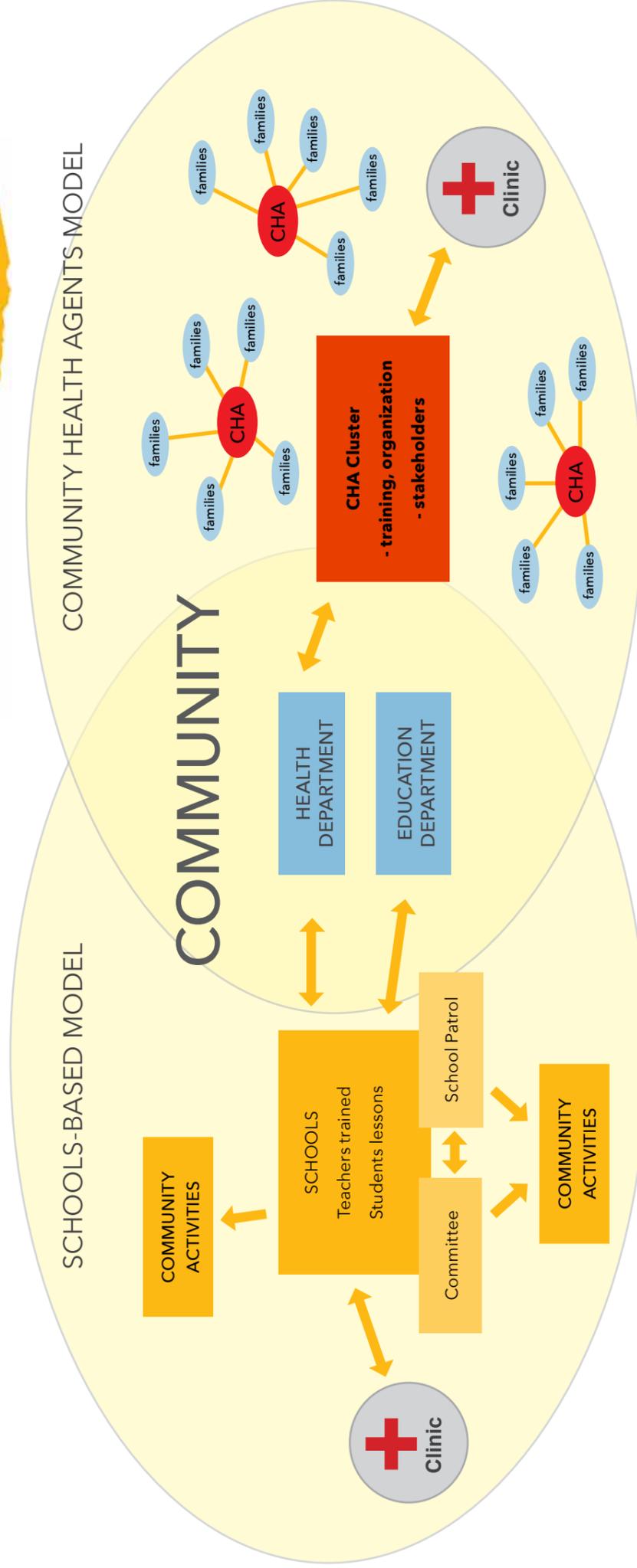
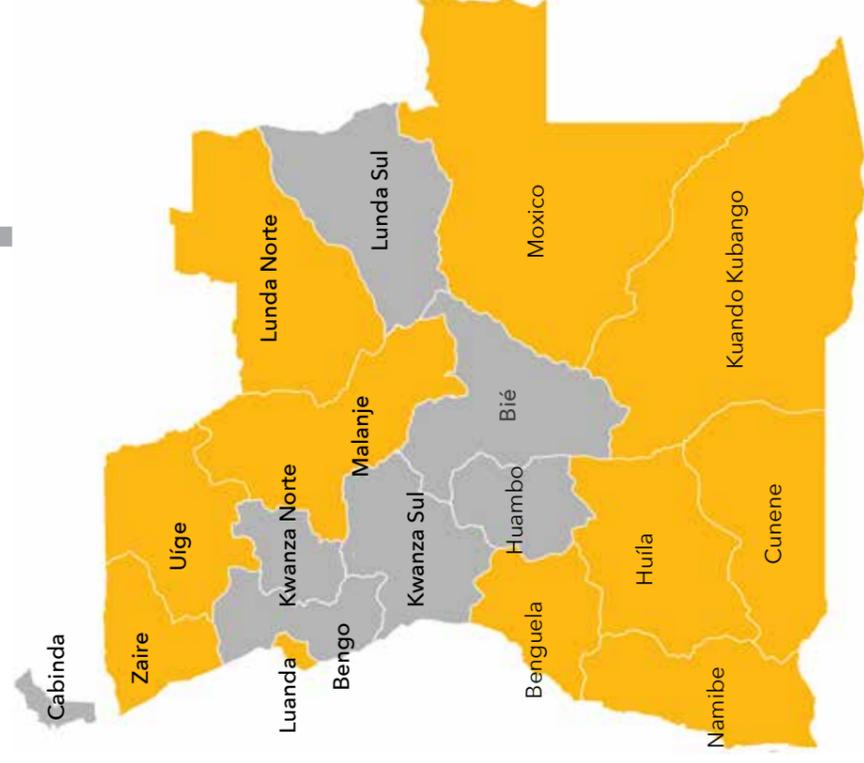
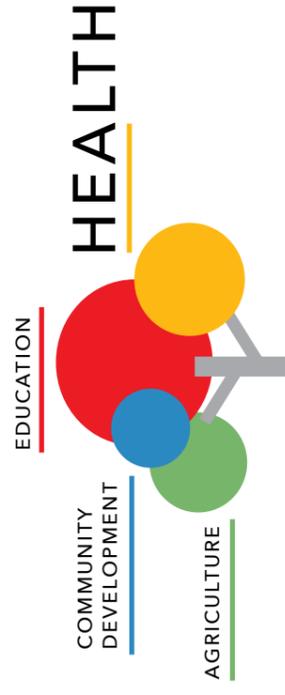


ADPP HEALTH

8

NUMBERS OF PROJECTS 2017:

- 2012 Water and Sanitation - Benguela
- 2016 Road Traffic Safety Schools Programme - Luanda
- 2016 Community Control of Malaria - Uíge and Zaire
- 2016 Community Health Project - Benguela
- 2017 Reinforcing the Health System - 4 northern provinces
- 2017 Cross-Border Malaria Project - Angola-Namibia
- 2017 Raising Girls' Awareness of Sexual and Reproductive Health and HIV - Benguela, Huíla, Cunene
- 2017 HIV & TB Community Control Project - 4 southern provinces



The Schools-based model and the Community Health Agents model can both function as stand-alone projects, or they can be implemented together and complement each other.

COMMUNITY HEALTH PROJECT

BENGUELA



In March 2015, serious flooding in Lobito and Catumbela destroyed hundreds of homes and resulted in the death of more than 100 people. This project is implemented by ADPP as part of the response to the continued risk of flooding and the need to improve health provision in these areas.

Community Agents work at household level to inform community members about the risk of flooding and to provide early warning of potential risk situations. They tackle questions of health and hygiene, with cleaning campaigns, mobilization of the population to improve levels of sanitation, awareness raising about common diseases and their prevention, and the registering of families in at-risk zones. 50 Community Agents are deployed in this task. The initial aim of relocating households to less flood-prone areas has been de-prioritized, in order to concentrate on outcomes that have a greater probability of being realized, although 130 families chose to move to Cabrais, a safer area, in 2017.

The project includes the construction of a health center in Cabrais, an area identified as being safe in the event of future flooding "hazards".

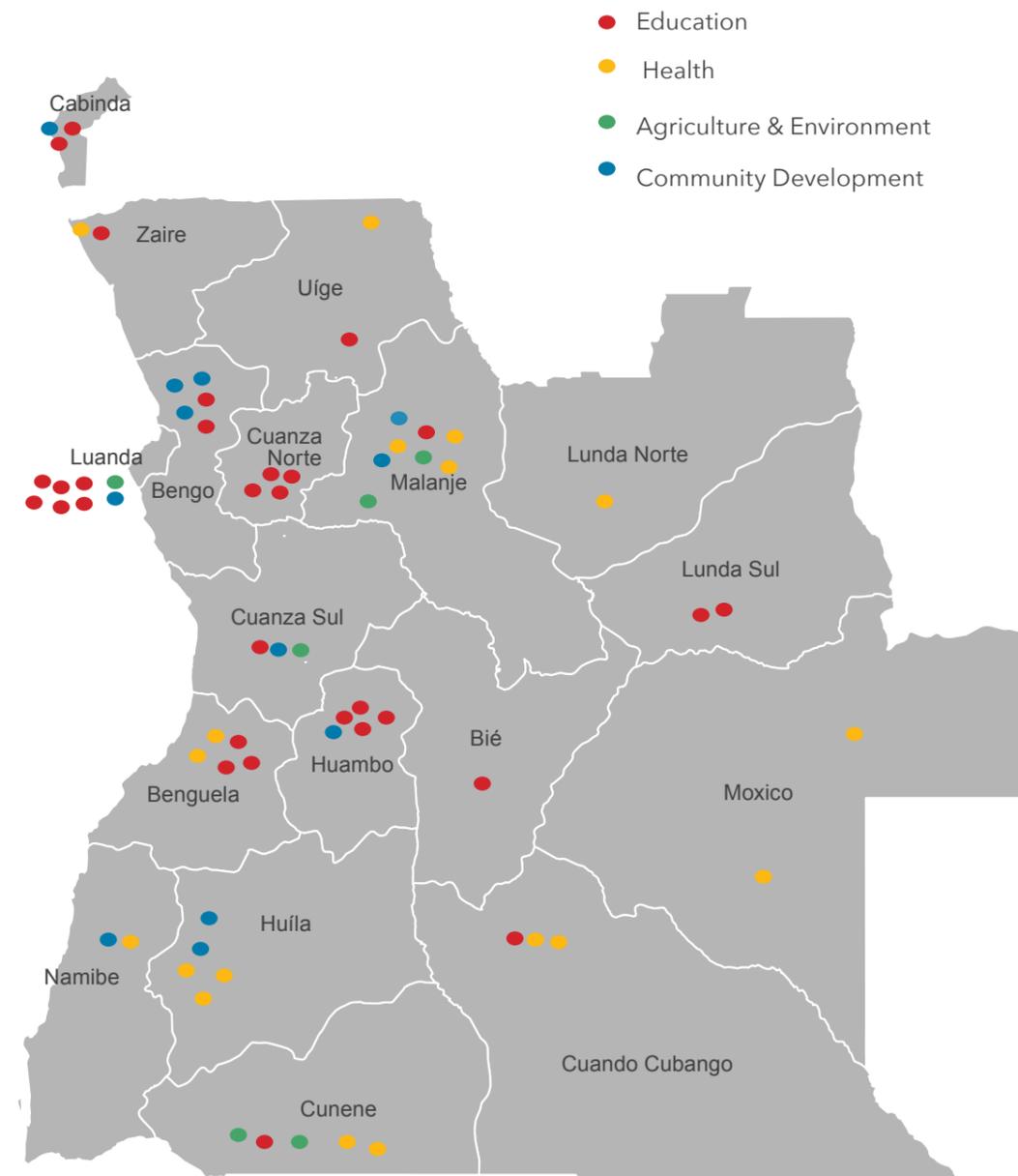
Among the goals of the project are the registering of 10,000 families in the two areas, with 50% mobilized to practising 3 key messages. There were 10,000 families registered in 2017, and the project recorded 9,990 families practicing 3 key messages of hygiene. Considering that more than 95,000 people received information about hygiene during talks and cleaning campaigns, and 64,687 household visits were made by Community Agents in the course of the year, this is an excellent result. Local leaders have been particularly supportive, demonstrating tippytap handwashing systems at their houses and encouraging the construction of latrines. Community-led total sanitation is the ultimate goal, whereby communities dispose of rubbish correctly, keep their yards and houses free of garbage and stagnant water, construct and use latrines, and install tippy-tap handwashing systems.



RESULTS 2017

- 50 Community Agents
- 10,000 Families registered
- 95,609 People receiving information about hygiene
- 9990 Families practicing 3 key messages
- 130 Families leaving high risk areas
- 845 Cleaning campaigns
- 64,687 Family visits

PROJECTS IN 2017



www.facebook.com/ADPPAngola



www.instagram.com/adppangola/



www.adpp-angola.org



www.twitter.com/ADPP_Angola



www.youtube.com/user/ADPPAngola

ADPP ANGOLA



REINFORCING THE HEALTH SYSTEM

UIGE, MALANGE, MOXICO AND LUNDA NORTE



The project seeks to strengthen the community health system, particularly with respect to malaria, HIV and TB, by building on the existing network of health posts in the operation areas in each of four provinces Malange, Uige, Moxico and Lunda Norte.

21 health posts in four provinces are involved in the project, with one nurse at each post functioning as contact person for three of four Community Health Agents deployed by the project. In addition to the Community Health Agents, the project staff consists of two Project Leaders and four Supervisors. 310 volunteers support the programme.

The Health Agents are local people, who know the area well. Towards the beginning of the project, they received training in malaria, HIV and TB, and each Agent interviewed 35 families, to gather more precise information about the health situation in their area. They subsequently worked with an average of 220 families each, registering the members of the household, initiating awareness campaigns and mobilizing people to seek medical help where necessary.

Key elements of the project include mobilization for HIV testing, encouraging pregnant women to attend antenatal clinics, visiting households to identify and refer people with TB, creating Mutual Support Groups for people with HIV and TB, and organizing health days.

The project started in January 2017 and the first phase is scheduled to end on July 30, 2018. In the first year of operation, the project succeeded in increasing the number of attendances at maternity units, the number of people being tested for HIV or TB, and the number of children receiving life-saving vaccinations. Attitudes to health and disease began changing, with individuals and communities talking openly about the subject and taking measures towards prevention and control.



RESULTS 2017

4	Provinces
8	Municipalities
67	Community Health Agents
21	Health Posts
14,700	Families registered
22,737	People reached through lessons and events
3456	Attendances at antenatal clinics
7	Health days

COMMUNITY CONTROL OF MALARIA

UÍGE AND ZAIRE



The aim of the project is to build up sustainable malaria control in the community working via schools and Community Health Agents, and to provide sufficient information for the community to assume control of HIV and TB as well. The project creates awareness about the prevention and treatment of the three major diseases, malaria, HIV/AIDS and tuberculosis. It promotes the practice of preventative measures and facilitates access to available health services.

The project reaches more than 5,000 families in Uíge Province through the work of 50 Community Health Agents, and thousands of school pupils in both Uíge and Zaire through lessons and activities at 100 schools. 10 School Community Agents work with teachers and pupils in the school-based programme. In Uíge, families involved in the project learn about malaria prevention, about the signs and symptoms of malaria, and about the measures to take when infection is suspected. The majority are working to get in control of malaria, in that they maintain a clean environment to reduce the number of mosquitos and use mosquito nets. Participants are also made aware of the importance of behavioural changes with respect to HIV/AIDS and TB, as well as for the need to know their HIV status.

The schools-based programme in both Uíge and Zaire involves training in-service teachers to give lessons about malaria, HIV and TB; establishing school patrols formed of pupils who disseminate information about malaria prevention while ensuring their schools and homes adhere to key messages; and organizing actions, activities, commemorative days and competitions.

Students at the ADPP teacher training colleges in Uíge and Zaire, who are in training to become primary school teachers, attended courses to learn how to give lessons about malaria, HIV and TB. During teaching practice at local schools in their 2nd Year, and teaching at rural schools in their 3rd Year, the trainee teachers use their knowledge to contribute to the fight against these diseases.



RESULTS 2017

- 633 Malaria Control Teachers trained
- 6361 Pupils active in Malaria Patrols
- 46,788 Pupil attendances at lessons
- 3540 Families reached by Malaria Patrols
- 5827 Families reached by Community Health Agents
- 101 Malaria Control Days in communities
- 3285 Rapid HIV tests carried out by Community Health Agents
- 187 Students at ADPP teacher training colleges in Uíge and Zaire trained to give malaria, HIV and TB lessons

CROSS-BORDER MALARIA PROJECT

ANGOLA-NAMIBIA



Elimination 8 is a partnership of eight countries in Southern Africa which are collaborating to achieve the elimination of malaria transmission in continental sub-Saharan Africa by the year 2030. Elimination 8 employs a multi-pronged attack on the cross-border infection and spread of malaria across the whole of Southern Africa, with ADPP Angola leading the consortium implementing the project on the Angola-Namibia border.

The project is contributing to the goal of elimination of malaria in Namibia by 2020, and is laying the groundwork towards the pre-elimination of malaria in the southern part of Angola. This double objective is being achieved by testing, treating and tracking malaria cases among often hard to reach and mobile populations along the Angola-Namibia border.

A consortium of NGOs, each with extensive experience in the field, is implementing the project. ADPP's Project Management Unit is leading the task, and coordinating the activities of ADPP Angola, The Mentor Initiative and the Council of Christian Churches with JC Flowers in Angola, and DAPP Namibia and the Anglican AIDS Program in Namibia. The project began 1 May 2017 and the first phase will run until 30 August 2018.

On the ground, the project involves the

establishing of fixed malaria testing posts in border areas of Kuando Kubango and Kunene in Angola, and in northern Namibia, plus the organizing of mobile posts and surveillance teams to reach remote villages and populations. Staff include nurses, community health workers, case management supervisors, field supervisors, environmental health officers, drivers and office workers. Volunteers working in the community on a daily basis form an important element of the project.

Testing and treating began on 1 September in Angola. By the end of the year, the project had carried out 46,511 rapid malaria tests. Meanwhile in Namibia, 20,027 tests were carried out between August and December. The project aims to treat all those testing positive, and to track cases in Namibia to identify the origin and stop the spread of malaria.



RESULTS 2017

- 7 Border municipalities in Angola
- 5 Border districts in Namibia
- 7 Malaria Plus fixed posts, 6 in Angola and 1 in Namibia
- 3 Malaria Basic mobile posts, 1 in Angola, 2 in Namibia
- 1 Leverage post in Angola
- 66,538 Rapid Diagnostic Tests carried out
- 4 Surveillance teams in Namibia

RAISING GIRLS' AWARENESS OF SEXUAL AND REPRODUCTIVE HEALTH AND HIV

BENGUELA, HUILA, CUNENE

The Project "Raising Girls' Awareness of HIV Prevention" provides a forum for thousands of girls and young women to discuss openly questions related to HIV prevention, and to sexual health in general. The idea is to empower girls to take control of their lives by making decisions based on knowledge and personal choice.

The project, which began in June 2017, operates in the provincial capitals of Benguela, Huila and Kunene. With a target of 22,500 girls, 7,500 of whom to be mobilized for voluntary counselling and testing for HIV, the project coordinates the activities of 75 activists, 75 health professionals and 76 teachers. The activists are all young women, trained by the project about sexually transmitted diseases (STDs), disease prevention and sexual and reproductive health. They collaborate with participating schools and teachers to organize girls' clubs, each with around 25 members, which meet weekly. Club sessions are carefully prepared and treat a wide range of topics, with the messages being reinforced through song, theatre, games, dance or poetry. By the end of 2017, 22,572 girls were attending these weekly meetings. Voluntary HIV counselling and testing, plus the promotion of prevention of STDs and of unwanted pregnancies,

began in the latter part of 2017, on completion of refresher training of the 77 male and female nurses involved in the project. A lack of test kits resulted in a lower than planned number of girls being tested, but upon receiving materials in December 2017, the first 456 VCT sessions were held

Key elements that make the project effective include the club set up, whereby the girls feel comfortable about hearing and discussing often taboo subjects, together with the coordination of schools, health centers and activists, all of whom have been equipped with the necessary tools and information to tackle HIV prevention. With the materials and these relatively simple methods developed and already making an impact, similar programme could be rolled out across all schools in the country.



RESULTS 2017

22,228	Girls attending weekly meetings
456	Young women counselled and tested for HIV
75	Activists trained
75	Health professionals trained
76	Teachers trained

HIV & TB COMMUNITY PROJECT

KUANDO KUBANGO, CUNENE, HUILA, NAMIBE



Prevention and Control of HIV/AIDS in Kuando Kubango, Kunene, Huila and Namibe is a project being implemented by a consortium of organizations, led by ADPP and including 5 other Angolan organizations: PRAZEDOR, MBAKITA, ADC, ASPALSIDA and ETUNGAFANO. The goal is to reach 7,500 people with information and testing, and 5,000 HIV+ pregnant women with community-based services to combat vertical transmission. Support for people undergoing treatment, including TB awareness, is included in the overall objective.

The project began in the final quarter of 2017, with the selection for participation of 28 health units 21 health agents per province were also engaged, and those in Kuando Kubango, Kunene and Huila attended training sessions covering HIV prevention and control, with training scheduled to take place in Namibe in early January 2018. Activities in Kuando Kubango advanced rapidly, and the community health agents reached 732 people with HIV information, advice and testing before the end of the year. 134 of these attended HIV testing in the community. They distributed more than 3,000 condoms, and embarked on home visits, talks, and the targeting of mother and pregnant women with specific information about mother to child transmission.

Project Targets:

28	Health posts
84	Community Health Agents
7500	People tested for HIV
5000	HIV+ women receive Prevention of Mother to Child Transmission (PMTCT) services
600	Children and adults on ARV treatment receive support
263	HIV+ people referred for to health post for TB services
670	TB patients receive community-based HIV services
50,400	Condoms distributed
84	Community HIV sessions realized- talks, radio programmes, theater
252	Home visits to HIV+ pregnant women
252	Mutual Aid Group meetings for HIV+ pregnant women
168	HIV+ mothers with children under 2 months advised to have their children tested
252	Mutual Aid Group meetings;
700	Home visits focussing on HIV/TB affected

ROAD TRAFFIC SAFETY

SCHOOLS-BASED PROJECT:
BELAS, VIANA (LUANDA)



Road safety education for school children is about helping youngsters stay safe, whether in towns and cities or in the countryside. 2017 was the second year of ADPP's two-year pilot project at 50 schools in Luanda, during which time activities and infrastructures were consolidated.

The project goal was the involvement of 250 in-service teachers, 8,750 pupils, 120 teachers in training and 50 parents' committees in a programme of road safety lessons and awareness campaigns. Such was the popularity, and evident importance, of the programme that headmasters encouraged more of their staff to participate, and even schools not originally included requested lessons from the project trainers. Education authorities, headmasters and teachers alike all advocated the continuation of the programme, and the inclusion of road safety in the curriculum.

During 2017, the five road safety trainers engaged by the project continued working at 50 primary and lower secondary schools in Belas and Viana municipalities, Luanda. The number of in-service teachers receiving training in road safety rose to 333. Using a specially developed Road Safety Manual, and model road layouts at the schools, these teachers brought the number of lessons given to their pupils up to 8,687. At the same time, 50 school patrols comprising 10-15 pupils campaigned around their schools and in the community in an attempt to influence behavior and attitudes to road safety. 70 more teachers in training at the ADPP teacher training school in Luanda participated in road safety training, which

they will use while gaining teaching experience at local and at rural schools. Over the two years, 163 trainee teachers students became equipped with information and ideas to help prevent traffic accidents.

Campaigns in 2017 ranged from a Drawing Competition, for which 46 schools presented 3,750 drawings; the commemoration of World Day of Remembrance for Road Traffic Victims and activities during Global Road Safety Week; the distribution of leaflets at focal points such as motorcycle and taxi passenger pick-up zones; and Open Days at market places.

At the end of the project, in December 2017, a workshop held at the National Department for Driving and Transit (DNVT) in Luanda brought together representatives of the National Police, the Ministries of Education and Health, Viana and Belas Municipal Transit Police, headmasters and teachers from the participating schools, and the project sponsor Chevron. The workshop resulted in many positive suggestions about expanding the geographical and social scope of the project, compiling examples of patrol actions as a learning tool, and introducing road safety in the national curriculum



RESULTS 2017

- 50 Schools active in project
- 333 Teachers trained
- 8687 Lessons given to school children
- 50 School Patrols active
- 3750 Entries in drawing competition

WATER AND SANITATION

BENGUELA

This schools-based project aims to improve water and sanitation conditions in the municipalities of Benguela, Cubal, Chongoroi and Ganda. 105 primary schools are participating, with training on sanitation and hygiene providing the pedagogical input, and latrine construction, the rehabilitation of water points and simple handwashing systems bringing physical improvements.

2017 saw the conclusion of a project seeking to improve the water and sanitation conditions in schools and adjacent communities in the municipalities of Benguela, Cubal, Chongoroi and Ganda, in Benguela Province. 104 primary schools took part in the project, which involved the training of in-service teachers to give hygiene lessons, the construction of latrines, the rehabilitation of water points and the establishing of simple handwashing systems.

Each school had their own Water and Sanitation club to promote and maintain change, and members of parents' committees participated in training sessions and practical actions.

Students at the ADPP Teacher Training School and Polytechnic School in Benguela contributed to the objective of the project by passing on the knowledge they themselves received. 2nd Year teacher training students gave lessons at local primary schools during teaching practice, while 3rd Year students implemented water and sanitation projects at the schools and in the communities where they undertook long term teaching practice.

The ultimate goal of the project was to effect

change among 10,000 families in the communities around the participating schools, by encouraging households to build latrines and install hand washing facilities. In addition to the actions of school children, trainee teachers and Polytechnic students, the project was supported by local people trained as community health activists. They mobilized households to take a stand against poor sanitary practices, including open air defecation, and collaborate using Community Led Total Sanitation methods with a view to villages being certified open defecation free. 42 communities were declared open defecation free by the end of 2017.

A Rural Water and Sanitation Technology Centre was established adjacent to EPF and EPP Benguela, to demonstrate low cost, low tech model solutions for toilets, water treatment, soil and water conservation, water storage systems and handwashing stations. Visitors received information about options and costs, and training courses were held here.

On conclusion of the project period, on 31 July 2017, all targets had been achieved if not surpassed, and the final results were impressive.



FROM THE EXTERNAL EVALUATION

"the project succeeded in creating a general environment for the use of sanitary infrastructures such as latrines and hand washing systems, and of water treatment procedures, not only in the schools and communities that were beneficiaries of the project, but it also created expectations in neighboring communities.

... Teachers, pupils and beneficiary communities were unanimous in stating that there were many and noteworthy benefits of the project.

... The municipal authorities, education officials and water, energy and health personnel are also unanimous in stating that the project was helpful and left many valuable lessons."



91,860	People reached by the project
104	Schools in the project
104	Schools with active Water and Sanitation clubs
100	Schools with active Parent-Teacher Associations
101	Schools with improved toilets
102	Schools with hand washing facilities
27	Schools with improved water points / boreholes
896	In-service teachers trained
520	Teachers giving lessons
8,286	Lessons given
535	Pre-service teachers trained
123	Water and Sanitation micro projects implemented by trainee teachers
255	Polytechnic students trained in W&S
310	People in communities trained as rural dynamos
100	Communities trained in Community Led Total Sanitation
10,905	Latrines built by families near their homes
10,973	Families have constructed hand washing facilities
42	Villages Open Defecation Free
3,422	Visitors at WASH Center
23	Communities with improved water points
32	Low cost/low tech models on display
343	Training courses for PTAs
46	Open Days for the community
49	Outreach activities from WASH center

FINAL RESULTS 2012 - 2017



AGRICULTURE & ENVIRONMENT



AGRICULTURE & ENVIRONMENT



Agriculture is key to development, as it has a direct or indirect role in achieving most of the sustainable development goals:

-  No Poverty
-  Zero Hunger
-  Good Health and Well-being
-  Gender Equality
-  Decent Work and Economic Growth
-  Reduced Inequality
-  Responsible Consumption and Production
-  Climate Action
-  Life on Land



PROJECT START

2012		Women's Farmers' Club Kwanza Sul
2014		Farmers' Field Schools Cunene
2015		Women's Farmers' Club Kwanza Norte
2016		Agricultural Training Centre and Farmers' Clubs in Calandula
2017		Sustainable Charcoal Project
2017		Farmers' Field Schools Huíla
2017		Farmers' Club Luanda
2017		Farmers' Field Schools Namibe



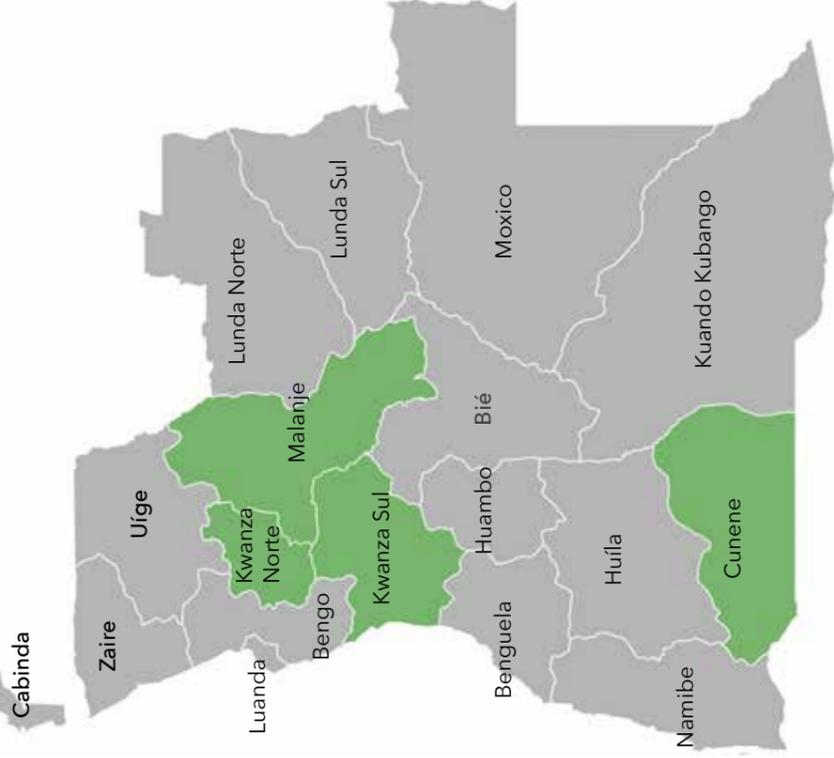
ADPP AGRICULTURE & ENVIRONMENT

9

NUMBERS OF PROJECTS 2017:



THE THREE YEAR PROGRAMME



FARMERS' CLUB STRUCTURE



WOMEN'S FARMERS' CLUBS

KWANZA NORTE

Women's Farmers' Clubs Kwanza Norte supports 1500 predominately female farmers to achieve food security and emerge from purely subsistence agriculture. Activities began in 2015.

The project collaborates with local and traditional authorities in Lucala and Cazengo municipalities, and with local technicians of the Institute for Agrarian Development As at similar projects around the country, Farmers' Clubs Kwanza Norte comprises clubs of approximately 50 members each, led by committees of five farmers chosen from within the clubs. The committees attend training sessions in both management as well as relevant agricultural and technological methods, which they put into practice to assist their fellow members. The farmers themselves receive instruction at model fields, and further support in the application of new techniques and ideas during individual farm visits. Conservation farming in general, organic pesticides, organic compost, planning, new crops and crop varieties, seed propagation, firewood saving stoves and tippy-tap handwashing systems all featured in 2017 activities.

Health and welfare, including nutrition and sexual and reproductive health, form part of Women's Farmers' Club activities. Farmers, and especially women farmers, cannot achieve their potential if not fully fit and well-nourished, or if they have to

spend large amount of time taking care of sick kin. Hundreds of farmers declared they had begun using their new knowledge about nutrition, and hundreds more could demonstrate knowledge of disease prevention, especially with respect to malaria. In addition to instruction in conservation agriculture, club members receive new and improved seed varieties and Kickstart water pumps. Furthermore, members are encouraged to rear animals through a pass-on loan system, whereby a few farmers begin breeding livestock and pass on the surplus to fellow club members who repeat the process. The sale of surplus is promoted so individuals and clubs can earn cash, which can be used to pay for food, household furniture and equipment, medicine, school materials, a fresh supply of seeds, or whatever is required. Money raised in 2017 from the sale of produce at model fields at six Kwanza Norte clubs was being saved up to buy seeds and to help members pay for medicine. Literacy training is the final piece of the equation. Reading, writing and arithmetic skills are essential if farmers are to draw the maximum benefit from their endeavours. 720 members of Women's Farmers' Clubs Kwanza Norte attended literacy classes in 2017.

RESULTS 2017

- 30 Clubs
- 1500 Club members, 334 men and 1,166 women
- 10 Monthly training sessions for 144 Club Committee members
- 2834 Visits to farmers' fields
- 836 Farmers receive nutrition education
- 1100 Farmers receive health education
- 30 Model/demonstration fields
- 600 KickStart water pumps distributed and in use
- 30 Sets of tools and seeds distributed to clubs
- 15 Pass-on animal loan systems
- 21 Club committees organized on increasing and selling surplus
- 720 Farmers participated in literacy training
- 1300 Farmers trained in basic business skills

WOMEN'S FARMERS' CLUBS

KWANZA SUL

Women's Farmers' Clubs Kwanza Sul was first established in 2012. A second phase was initiated in 2015, to consolidate and build upon the initial achievements. In 2017, there were 33 clubs and 1650 members, 1115 of whom were female farmers.

The project enjoys a sound collaboration with the Quibala department of the Institute for Agrarian Development, and was invited to participate in the official opening of the 2017-2018 Provincial Agricultural Season at Farm Americano, in the company of the guest of honour, the Provincial Governor, as well as the Provincial Agriculture Director and the Administrator of Quibala.

Farmers' Clubs committee members continued learning such topics as composting techniques, recording methods, animal care, nutrition, capacity building, leadership, planting schedules, soya bean cultivation and nutrition, and the establishment and management of savings clubs. Club members attended refresher courses in conservation farming, and developed their skills in vegetable cultivation, including the establishment of plant nurseries, as part of the promotion of healthy and nutrition-rich diets. Individual farm visits confirmed the practice of mulching, ridging and spacing, pothole planting, intercropping, and the use of organic compost and KickStart water pumps. All 33 clubs reported positively about plans to improve health and nutrition, and the

distribution of 600 mosquito nets towards the end of the year, in addition to the 5500 distributed previously, assisted greatly in their plans.

The animal pass-on loan system, started in Women's Farmers' Clubs Kwanza Sul in late 2015, grew from 72 to 106 pigs by the beginning of 2017. Clubs at Kilala, Piloto, Kitula and Zumba subsequently raised and passed on a further 64 piglets and six goats.

As a relatively well-established project, Kwanza Sul clubs are organized on increasing and selling surplus. Low-cost, low-tech seed banks have been introduced. Seven clubs decided to use part of their savings to buy food for end-of-year celebrations, and clubs with established savings schemes participated in lessons about basic business skills. A number of farmers have reached the stage where they investigate the market in advance of harvesting, to know which products to sell, where and at what price. The sale of produce is being facilitated thanks to the construction of eight rural market stalls. Literacy training continued during 2017.

RESULTS 2017

- 33 Clubs
- 1650 Club members
- 10 Monthly training sessions for 165 committee members
- 2447 Visits to farmers' fields
- 1797 Farmers receive nutrition education
- 1395 Farmers receive health education
- 33 Model/demonstration fields
- 1422 Farmers receive training on environmentally friendly agricultural techniques
- 8 Rural market stalls constructed to facilitate sale of agricultural products
- 70 Animals bred and distributed via pass-on loan system
- 7 Clubs established Savings and Loans systems
- 33 Sets of vegetable seeds and tools distributed to clubs
- 335 Farmers completed Module 2 and 130 completed Module 3 of literacy training

AGRICULTURAL TRAINING CENTRE AND FARMERS' CLUBS

CALANDULA



ADPP began managing the Agricultural Training Centre in Calandula in July 2016. The project comprises three components: an Agricultural training centre, the distribution of fruit trees and 10 Farmers' Clubs with 550 members. In the long term, the centre will become an education and resource centre for modern agriculture in the province.

In 2017, the construction of the Agricultural Centre was completed, and both the workshop and dormitory areas were ready for use by the end of the year. Vocational courses were being prepared and planned to start in the second quarter of 2018. Avocado, guava, mango, palm, citrus and soursop trees planted at the Centre in May 2017 are expected to start bearing fruit between 2018 and 2020. The fruit will provide a nutritious supplement to the diet, and surplus will be sold at market for the benefit of a wider public. In addition to the 900 trees at the Center, a further 2050 fruit trees were distributed to Farmers' Club members. Farmers' Clubs staff and Committee members participated in training sessions at the Centre throughout the year, as model fields had already been established for use by the project and by the two clubs that are based here. Training of club members covered aspects of business and management, to help prepare the farmers for the transition from subsistence farming to commercial farming.

Conservation agriculture featured throughout the year, while vegetable production continued to be an important element, from the preparation of plant nurseries to harvesting, marketing and sales. All club members received information about healthy eating, as they did about malaria and general health issues too. Practical actions included the digging of rubbish pits and the building of latrines. Savings and loan groups were created at a number of clubs, whereby members made individual contributions to create a fund to allow others to borrow money in order to generate more income. Clubs in general were geared up to make money from the sale of surplus produce, especially from their vegetable production, and were making plans to increase cassava cultivation both at club level as well as among individual farmers. Literacy, a key component in all Farmers' Club projects, reached 375 members, who participated in Module 1 of the three-module course.

RESULTS 2017

10	Clubs
550	Club members
10	Model/demonstration fields
55	Farmers trained on conservation, environmentally friendly methods, and establishment of low cost seed banks
7	Clubs commercializing vegetables
1,306	Visits carried out to farmers' fields
2,050	Fruit trees planted by farmers
150	KickStart water pumps in use
375	Farmers in literacy training
50	Club Committee members trained to improve health and well-being of the farmers and their families
10	Clubs organized to increase the sale of surplus produce

SUSTAINABLE CHARCOAL PROJECT

HUAMBO, KWANZA SUL



The Sustainable Charcoal project aims to minimize damage to the environment by training rural communities in the sustainable use of forest biomass. The goal of the project is instructing charcoal burners in efficient technologies to produce charcoal. The assiduous selection of tree species, re-forestation and general environmental awareness form part of the programme of activities.

Initiated in October 2017, the project has a duration of two years. It is focussing on two areas, one in Huambo and the other in Kwanza Sul, and is collaborating closely with the Institute for Forest Development and the Institute for Agrarian Development, as well as provincial, municipal, and traditional authorities. ADPP's Frontline Institute in Huambo is training project leaders and community members, while the ADPP Teacher Training School in Huambo is assisting through campaigns to raise awareness about the environment, together with the production of tree saplings for planting.

In the first three months of the project, senior staff members were recruited, contact was made with the relevant authorities, seven of the planned eight

charcoal communities were identified and initial approaches were made to engage community members willing to promote and support the programme.

Targets:

- 8 communities
- 2 project leaders
- 2 project coordinators
- 80 community members organized in environment groups
- 14,000 trees planted
- 7000 trees felled
- 8 inventories of forest resources

FARMERS' FIELD SCHOOLS

CUNENE



ADPP implemented a Field School programme in 2017, for agropastoralist communities in the province of Cunene, building on previous programmes initiated to help largely female farmers surmount the effects of drought. The FAO supported the task of working with 32 Field Schools, benefiting 960 families in Ombadja, Curoca, Namacunde and Cuanhama, while UNDP supported a programme with a further 300 people in 10 Field Schools in Ombadja alone. All Field Schools members benefited from training sessions to improve agricultural practices. The latter

included diversification of crops, the introduction of fruit and vegetable farming, the installation of drip irrigation systems, the use of high yield and/or resistant seed varieties, and the promotion of cooperative systems. Conservation of water and the protection of water sources featured particularly in the communities where livestock rearing was important.

In addition, participants at the 10 Field Schools in Ombadja attended lessons on domestic violence, sexual health, HIV/AIDS, nutrition, hygiene and health, malaria and TB.



COMMUNITY DEVELOPMENT



INTEGRATED COMMUNITY DEVELOPMENT & WOMEN ENTREPRENEURS



Common for ADPP's rural development projects is the aim to build the capacity of communities to drive the development process, tackling one or many sustainable development goals.



PROJECT START

2015	Community Development Project in Coastal Fishing Communities
2015	Women in Action Caxito
2016	Women in Action Cazenga
2017	Community Development Project in 70 Inland Fishing Communities
2017	Women Entrepreneurs Cabinda
2017	Integrated Social Community Project

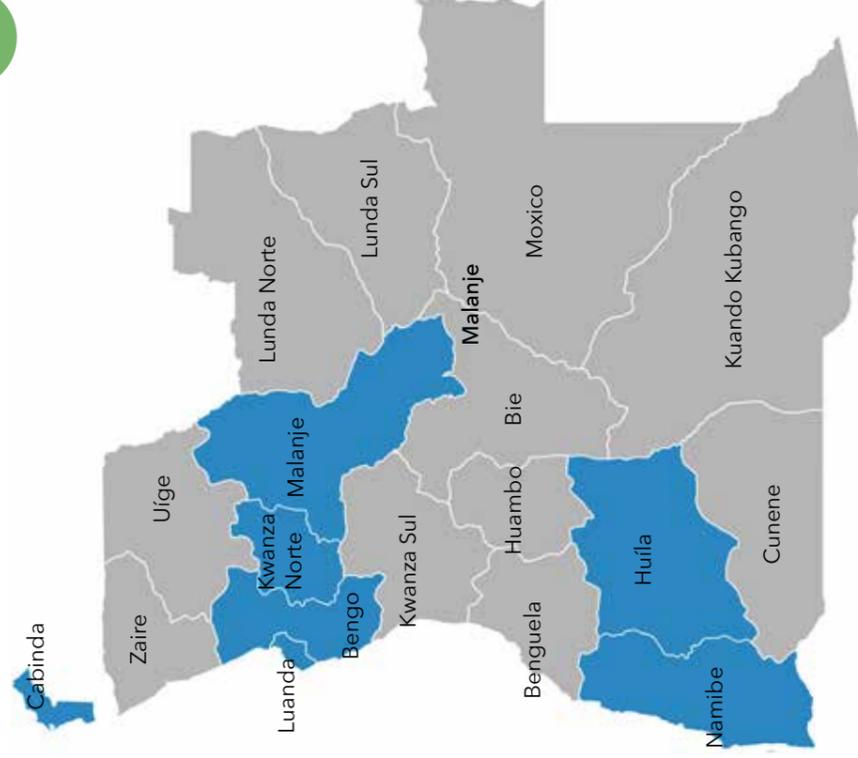


ADPP COMMUNITY DEVELOPMENT

6

NUMBERS OF PROJECTS 2017:

- 2015 Community Development Project in Coastal Fishing Communities
- 2015 Women in Action Caxito
- 2016 Women in Action Cazenga
- 2017 Community Development Project in 70 Inland Fishing Communities
- 2017 Women Entrepreneurs Cabinda
- 2017 Integrated Social Community Project



UNDER THE HEADING COMMUNITY DEVELOPMENT AND ENTREPRENEURSHIP, THERE ARE FIVE PROJECTS TARGETING:

- 17,720** Families with health and hygiene programmes
- 10,720** Literacy learners with reading and writing skills
- 8120** Fishermen, farmers and clothes sellers with capacity-building within their professions

IN ADDITION TO PROJECT LEADERS, THE PROJECTS INVOLVE:

- 166** Community Health Agents
- 4** School Health Agents
- 187** Literacy trainers



COMMUNITY DEVELOPMENT PROJECT IN 70 INLAND FISHING COMMUNITIES

Fishing communities around lakes, rivers and newly created fish farms in the provinces of Luanda, Bengo, Kwanza Norte and Malange are receiving support to develop the local fishing trade in a sustained and sustainable manner. Community development runs hand in hand with economic development, as ADPP collaborates with IPA (Institute of Artisanal Fishing and Aquaculture), the Ministry of Fisheries, and all relevant local authorities.

A rapid diagnosis of the situation in 60 communities across the four provinces was made in October 2017. This research demonstrated the potential for development, despite the current precarious nature of the fishing trade. Among the problems identified were low stock levels in rivers and lagoons, and reduced access to traditional fishing grounds as more land is built upon. A lack of basic infrastructures such as transport, health provision, basic sanitation, markets, warehouses and processing plants compound the problem.

By the end of 2017, the project had recruited and engaged staff including the overall project coordinator, three provincial coordinators and 11 of the 14 local project leaders. Work then began

on finding Community Agents, locating literacy trainers and forming the first groups of learners, establishing the Community Action Groups, and preparing community development plans for each community in the project.

The following are some of the key goals for the project:

- 4 provinces
- 70 communities
- 70 Community Health Agents
- 10,000 literacy learners
- 160 literacy teachers
- 25 savings groups



COMMUNITY DEVELOPMENT PROJECT IN COASTAL FISHING COMMUNITIES

The fishing villages of Cabo Ledo and Buraco, south of Luanda, are part of a Literacy and Community Development in Fishing Communities Project, which was launched in October 2015.

The project encourages the education of children as well as adults, promotes improvements in hygiene and basic sanitation, and offers courses in entrepreneurship in an effort to strengthen the local economy. Community Agents, literacy trainers and volunteer coordinators, under the leadership of a Project Leader, target 600 households in order to achieve the project goals.

Due to be completed towards the end of 2018, the project is on track to achieve the goals set. 581 households were participating, a high of 519 literacy learners attended classes, more than 600 children attended primary school, and the number of people reached by HIV/AIDS, malaria and TB awareness campaigns had surpassed the 50%

mark. Drought was affecting tree planting, and the lack of HIV tests reduced activity with respect to this element. Other notable achievements include families building 88 latrines, 169 "tippy-tap" handwashing systems and 313 waste pits.



WOMEN IN ACTION



The Women in Action projects aim to help women establish and grow their own small business in the tailoring sector. The women receive a 6 month sewing course and 6 months of entrepreneurship training. This is followed by an “incubation” period, where they receive individual support to begin their own micro-enterprise: access to sewing machines, help to open a bank account, marketing assistance, or even just moral support. The first Women in Action project started in Caxito in 2015, followed by Cazenga in 2016 and Cabinda in 2017, with more projects opening in 2018 in Luanda and Benguela.

CAXITO

In Caxito town, Bengo, the Women in Action Project completed its second year of operation in 2017. The first group of 22 women completed the course and received their certificates in late November 2016. 10 of the women were selected to attend a period of work experience at Bengo Textile Factory. In the first half of 2017, Group 2 was in the concluding phase of their course, and worked on skirts, trousers and shirts, as well as clothes for a fashion show. They concluded the course on 22 March.

Two new groups of women were enrolled, one to start training in early February and the other in April. Group 3 followed courses in literacy, life skills, sewing and entrepreneurship, while Group 4 began with entrepreneurship and life skills, moving on to literacy and sewing classes in the middle of the year. Dressmaking workshops taught the women all about the sewing machines themselves, and about how to make simple items, before moving on to taking measurements, calculating sizes, making patterns, cutting and finally sewing clothes.

Participants attended literacy training, although a number of the women already had reasonable reading and writing skills. Quite a few, on the other hand, experienced problems assimilating all the new information received.

Basic business skills lessons covered purchasing, stock, goal setting, persistence, systematic planning and monitoring, market research, and assignment of responsibilities.

Life skills lessons treated the following themes: household hygiene,

prevention of diarrhea, personal hygiene, popular beliefs and the correct use of home remedies, causes of illness, how to look after a sick person, and nutrition.

In collaboration with the Angolan Women’s Organization, the project established a workshop with 10 sewing machines to allow graduates of the course to continue perfecting their skills while producing goods for sale.

CAZENGA

In Cazenga, a municipality of Luanda, Second Hand Clothes sellers can register to follow a six-month sewing course and a six-month business skills course. They can also choose to enrol a family member, thus accommodating the need for flexibility with respect to family enterprises. Open Days serve to raise awareness about health and hygiene, including reproductive health and nutrition, and are open to anyone who wishes to attend.

Specially equipped training rooms at the ADPP Polytechnic School in Cazenga house the project, and are the setting for lessons and workshops. Preparations began in 2016, while the first courses began in February 2017, with participants learning how to use sewing machines, how to mend and alter clothes, how to make useful household items, and how to sew all manner of clothes from patterns or from own designs. Transforming and customizing clothes adds value to existing wares, and can help improve the sale of clothes at the women’s market stalls. The business skills course covers the basics of market research, stock buying, pricing, display, inventory, budgeting and business plans. Participants receive assistance with respect to opening a bank account and to register with the tax authorities, and project staff carry out monitoring of the women who complete the course.

CABINDA

Empowering women is about resources and opportunities, and where small changes can help bring economic security. Building on experience at Caxito and Cazenga Women in Action projects, ADPP developed a Women Entrepreneurs programme for Cabinda, Benguela, Zango and Ramiro, to provide those much needed resources

and opportunities, in the form of dressmaking skills and business knowhow, followed by an incubation period.

Women Entrepreneurs Cabinda began in October 2017, and has 55 women following the course. During the first three months of their six-month course, participants learned a variety of stitching techniques, how to take measurements, and the cutting and sewing of clothes for women. In the business skills course, they learned the basics of starting a micro enterprise. After the 6 months, they will enter an incubation period, where they have access to individual assistance as they start their own small enterprises.

HIV/AIDS awareness and general health campaigns run parallel to the above courses, to help ensure the well-being of the participants and their families, and thus allow the women to concentrate on skills training and developing their businesses.



ADPP FUNDRAISING & ENTREPRENEURSHIP



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. Almost 2000 female microentrepreneurs buy bales of used clothing from the commercial agents to sell at around 60 markets throughout the country. ADPP has a team in place to support these women, for example, in taking the first steps towards becoming literate and being able to sign for the bales they bought; providing assistance with respect 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 through adding value by ironing, modernizing or otherwise altering items. The Women Entrepreneur projects in Caxito and in Cazenga formalized many of the above initiatives, by offering six-month dressmaking courses in combination with classes in literacy and business skills.



INTEGRATED SOCIAL COMMUNITY PROJECT

2017 saw the start up of a new project in the provinces of Huila and Namibe, in the southerly part of Angola. The municipalities of Gambos in Huila and Bibala in Namibe were selected for the integrated programme of agricultural development, community health, and water and energy provision.

Initial activities included presenting the project to local authorities and community leaders, in order to gain backing for the concept and determine which communities would participate. These visits highlighted the challenges faced by the population in areas where walking five kilometers to fetch water was not uncommon. In addition, the majority of water sources were unprotected and water-borne diseases were not uncommon.

The project comprises the following components: the installation of solar energy systems, drilling of water points and fitting of solar panels, community health including a schools element, and agri-

pastoralist field schools. Sites the solar powered water points were identified and registered, and companies sought to undertake the intallations. Community health agents were being recruited in December of 2017, as were health agents for participating schools, with training due to take place in early 2018. Enrolling of members for the Farmers' Field schools is also planned for early 2018, as recruitment of the leaders for this component began at the end of the year.

10,000 families, 20 schools, and 16 Farmers' Field Schools with 25 members each will benefit from the project over its two year lifetime.



ABOUT ADPP ANGOLA

ADPP stands for “Ajuda de Desenvolvimento de Povo para Povo”, Development Aid from People to People in English. It is an Angolan non-governmental organization, with a long tradition of cooperation and collaboration with national and international stakeholders. After initiating activities in 1986, with the establishment of a technical school in Caxito, ADPP was officially registered with the Ministry of Justice in 1992, and with IPROCAC, the Institute for the Promotion and Coordination of Community Aid, in 2015.

Whatever the project in hand, ADPP seeks to bring together a series of threads that strengthen individuals, households and communities to achieve long term change and development. ADPP enjoys a healthy working relationship with both government as well as business partners. Local, municipal and provincial authorities, including traditional and church figures, welcome and support activities, whether schools, health, agriculture, fishing or other forms of rural development. Institutional support is also provided by the Ministry of Education, the Ministry of Social Action, Families and Promotion of Women, and the Ministry of Agriculture and Forestry.

ADPP is headed by a Board of Directors, elected at the general assembly of the organization’s members. 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.

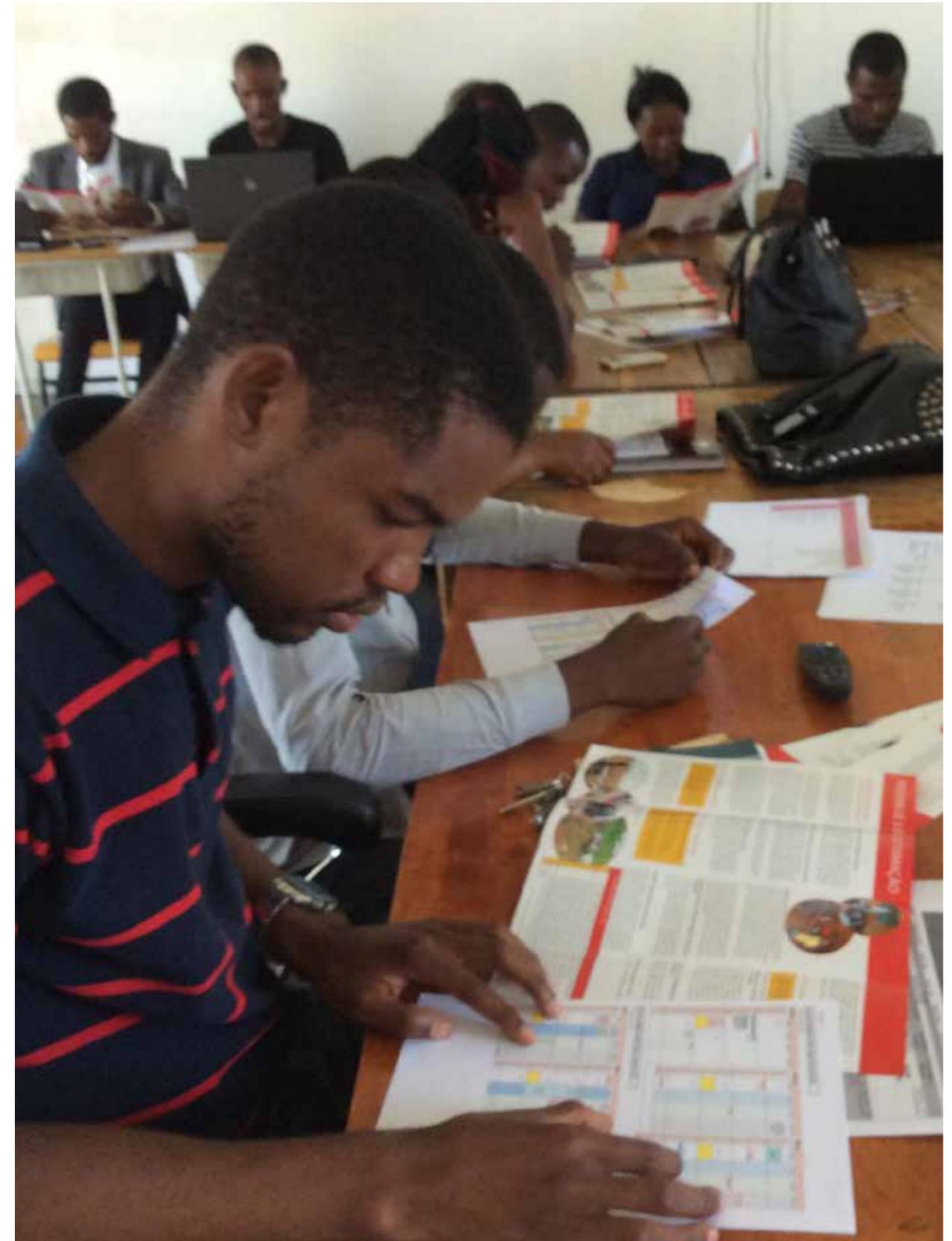
MISSION STATEMENT

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

REVENUE IN 2017

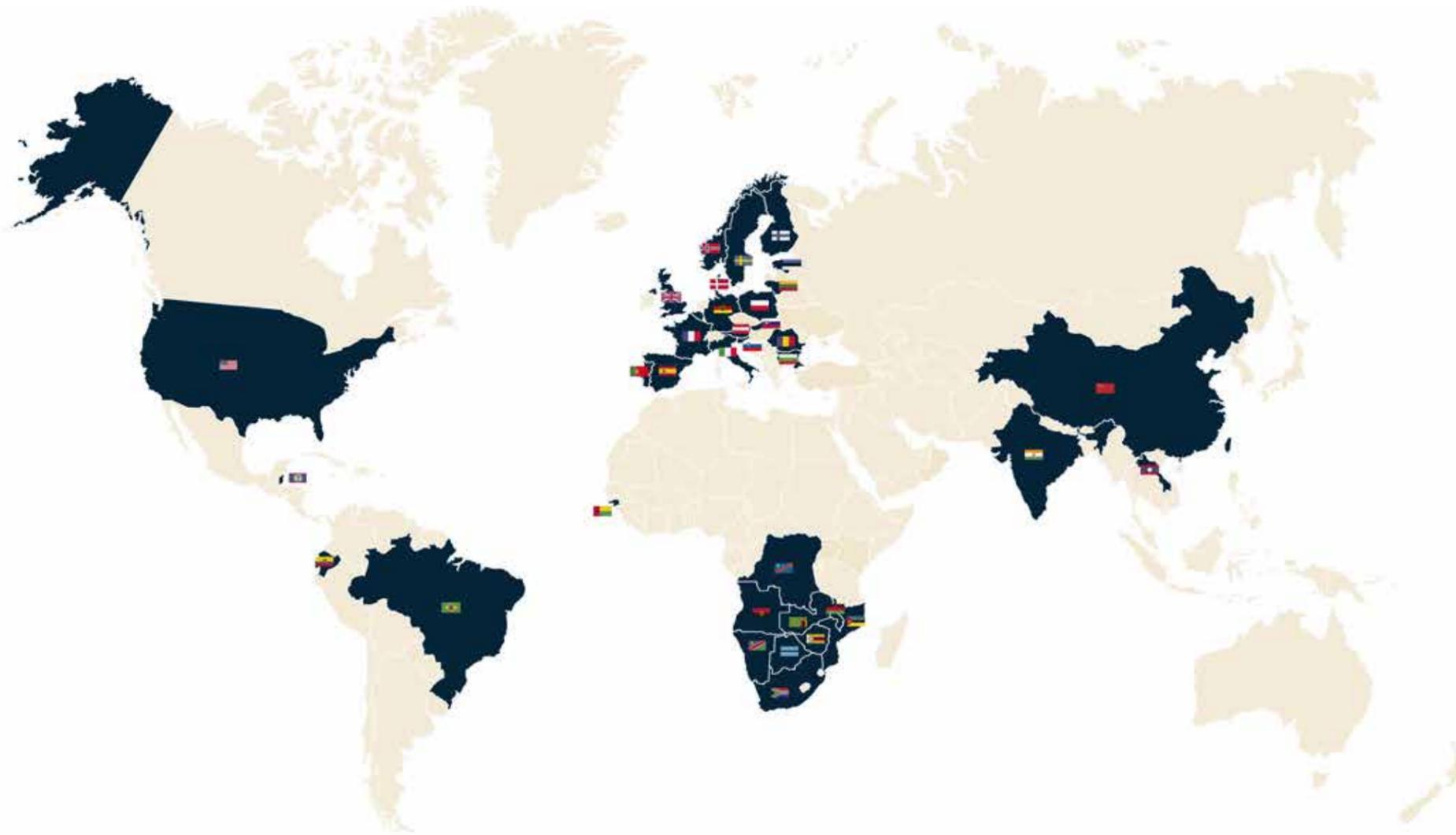


ADPP’s overall income in 2017 showed a year-on-year increase of 16% compared to 2016. Although still lower than 2014 levels, this is a welcome development. 2017’s funding profile demonstrates a continued diversification of income sources, with a solid mix of Angolan government funding, long-term Humana People to People partners, as well as multilateral and business partners.



THE FEDERATION HUMANA PEOPLE TO PEOPLE

MEMBER ORGANIZATIONS



- HUMANA - Verein für Entwicklungszusammenarbeit (Austria)
- U-landshjælp fra Folk til Folk - Humana People to People (Denmark)
- Ühendus Humana Estonia
- Landsföreningen U-landshjælp från Folk till Folk i Finland r.f.
- HUMANA People to People Italia O.N.L.U.S. (Italy)
- HUMANA People to People Baltic (Lithuania)
- U-landshjælp fra Folk til Folk (Norway)
- Associação Humana (Portugal)
- Fundación Pueblo para Pueblo (Spain)
- Miljö- & Biståndsföreningen HUMANA Sverige (Sweden)
- Planet Aid UK Ltd
- Planet Aid, Inc. (USA)
- Ajuda de Desenvolvimento de Povo para Povo Angola
- Humana People to People Botswana
- Ajuda de Desenvolvimento de Povo para Povo ná Guinea-Bissau
- Humana People to People India
- Development Aid from People to People in Malawi
- Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (Mozambique)
- Development Aid from People to People Namibia
- Humana People to People in South Africa
- Development Aid from People to People in Zambia
- Development Aid from People to People in
- Humana People to People Polska Sp. z o.o. (Poland)
- One World Clothes Trade Bulgaria Ltd.
- Humana People to People Congo (Democratic Republic of the Congo)
- Associação Humana Povo para Povo em Brasil
- Humana People to People Belize
- Humana People to People in Latvia
- HUMANA People to People Deutschland e.V. (Germany)
- Fundación Humana Pueblo para Pueblo - Ecuador
- Humana People to People Slovenia



The Federation Humana People to People Movement is a membership network for organizations working with long-term, sustainable development. The members 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 and recycle secondhand clothes and shoes and use the surplus to support development projects. These projects build human capacity and encourage people to join forces to make changes that improve their lives and their communities.

#ADPPANGOLA

- #Education
- #Health
- #Agriculture
- #Environment
- #Community Development
- #Entrepreneurship
- #globalgoals



Welcome to ADPP Angola

In 2017, ADPP Angola - Ajuda de Desenvolvimento de Povo para Povo Angola - is operating 45 projects in 26 municipalities in 17 provinces. ADPP employs

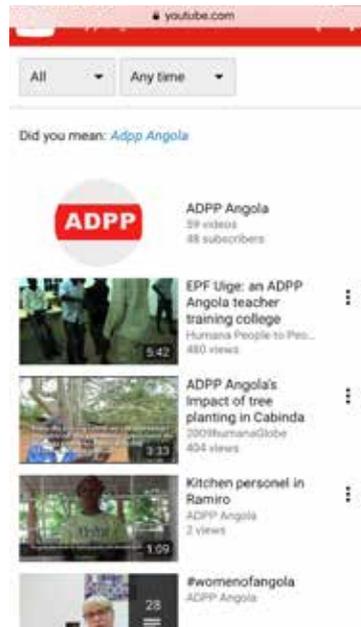
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ADPP ANGOLA ANNUAL REPORT 2017

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