



ADPP Angola

Annual Report 2011



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Message from the Chairperson

Dear partners and friends in Angola and abroad

It is our pleasure once again to present you with a brief account of what happened in 2011 in and around ADPP's projects, and the results achieved by the many project leaders, the staff, the students and the hundreds of thousands of people involved. In our annual report, we present our activities in the key areas of development in which ADPP works. We also take you on a journey through facts, numbers and images from the 14 provinces where we have been working in the past year.

The results achieved by ADPP come from passionate individuals working together to create development. They come from the experiences gained in making a difference within people and creating development with people. Our approach is based on the need for each of us to take action here and now to create a better world for tomorrow. Throughout the last 25 years, ADPP Angola has partnered with the Angolan Government in the areas of Education, Health, Rural Development and Agriculture, working at community level and often in far flung rural areas. We wish to thank the many different entities and persons in the

government at all levels who have worked with ADPP as a partner in the huge task of including all citizens in the development process.

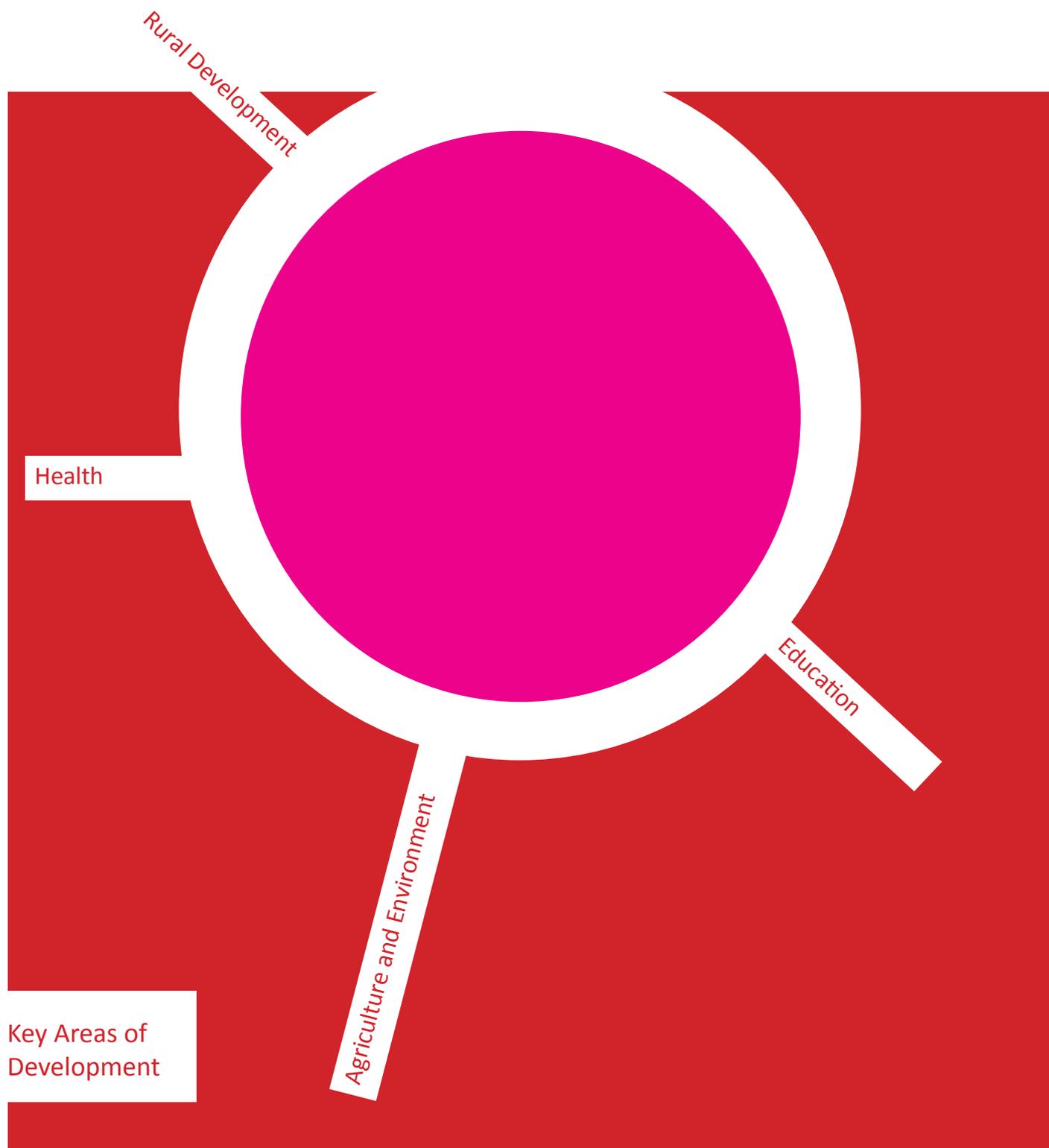
On behalf of ADPP and the communities and people active in the projects, we would also like to send a special thank our to partners. Without their commitment and understanding of the need for their valuable assistance in cash and in kind, it would not have been possible to achieve the results we present here.

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



Read more about us on our web site www.adpp-angola.org or facebook/[adppangola](https://www.facebook.com/adppangola), or call to arrange a visit. We're always delighted to discuss development in Angola.

ADPP by sector





Education	Teacher Training Schools
	Children's Schools
	Practical & Theoretical Schools
	Frontline Institute
	Vocational Schools
Rural Development	Child Aid
	Community projects
	Adult Education projects
	Clothes Distribution
Health	HOPE
	Community Health Agents
	Nutrition Education
	Community Malaria Project
	TCE
Agriculture and environment	Farmers' Clubs
	Green Schools

ADPP Angola operates projects within 4 key areas of development. Each project contributes to the fulfilment of the three overall objectives in ADPP Angola's mission statement.

EDUCATION

Since 2002 a concerted effort has been made to improve the quantity and quality of education on offer in Angola.

Despite many challenges, good progress is being made towards reaching the Millennium Development Goals concerning education. Primary school enrolment, for example, rose from around half in 2009 to 85% in 2010 (UNESCO). Almost equal numbers of boys and girls are enrolled in primary school.

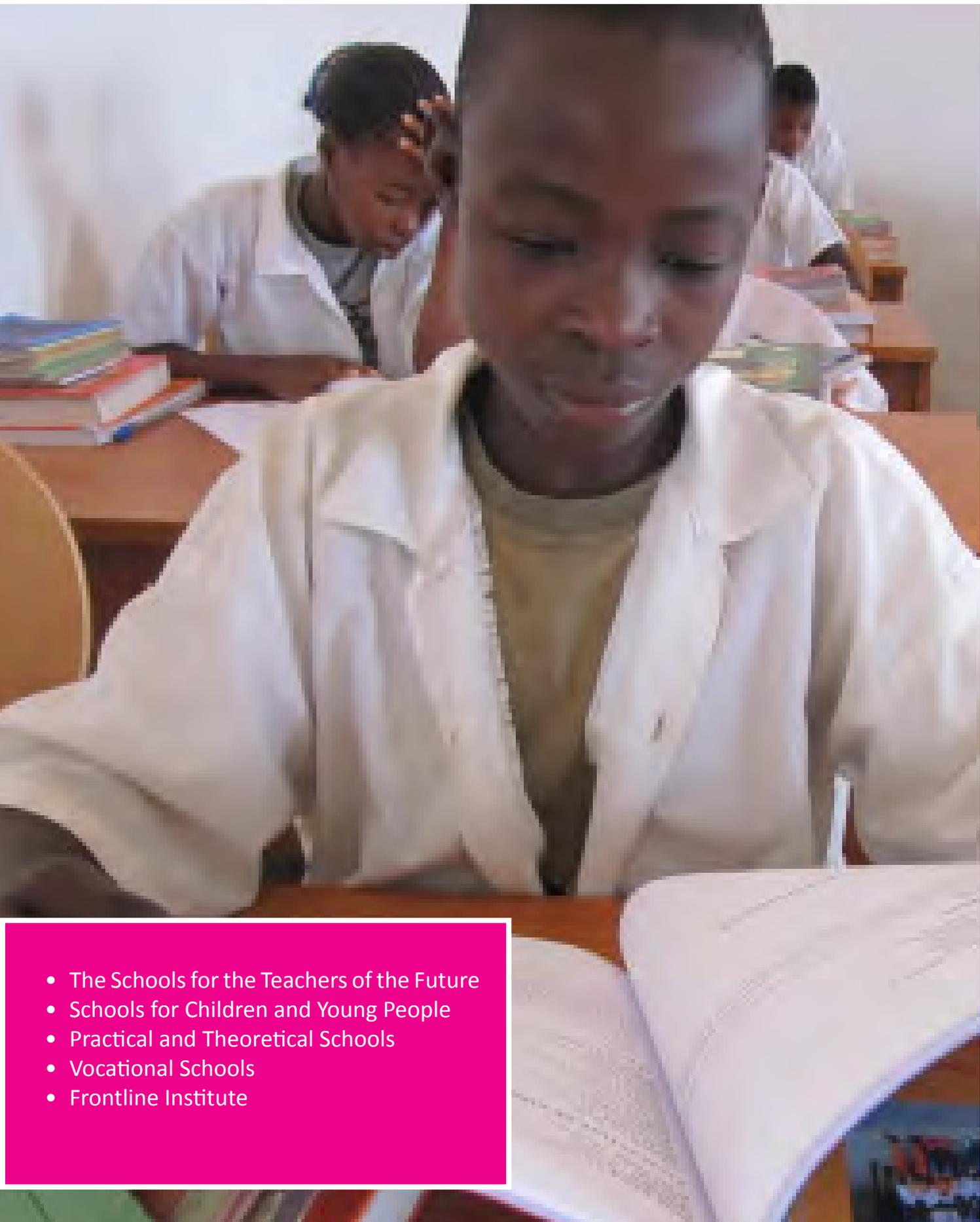
A comprehensive educational reform has also been implemented with the aim of improving the quality of education on offer and making it responsive to the needs of the workforce.

Education has been a key area for ADPP since it started in 1986 and ADPP's schools have evolved to meet the changing needs in the country ever since. The focus is now

very much on educating young people to become active and productive citizens.

All ADPP schools combine academic and/or vocational training with life skills and a broad general knowledge. The aim is to give students the knowledge, skills and belief they need to become passionate about creating a better future for themselves and for the country.

For this reason, all of ADPP's schools also carry out community activities where students gain practical experience in mobilizing fellow community members to work together to create development.



- The Schools for the Teachers of the Future
- Schools for Children and Young People
- Practical and Theoretical Schools
- Vocational Schools
- Frontline Institute

Schools for the Teachers of the Future

The Schools for the Teachers of the Future train teachers in a whole community approach, providing them with the skills to deliver child friendly education and promote community development.

ADPP's "whole community approach" signals that the teacher training schools see the role of the teacher as a broad one.

A good teacher is a developer of children's talents and also of local human resources. A good teacher is an informed member of society, but always on a quest to learn more. A good teacher is a well trained servant of the people.

A good teacher is an agent of change, who with courage, insight and seriousness, provides support for the whole community.

At the Schools for the Teachers of the Future, known as EPF from the Portuguese *Escolas de Professores do Futuro*, one of the main focuses of the training is of course primary school subjects and the didactics of teaching these.

The student teachers are equipped to teach all primary school subjects, with the training taking place partly at the teacher training school, but also in local primary schools. There is a five month period with part time teaching in nearby primary schools where the trainees teach in the mornings, study in the afternoons and prepare lessons in the evening, with the parts mutually reinforcing each other. Later, the trainees have one full year of teaching practice at a rural school, where they assume full responsibility for a class, while carrying out their studies long distance.

The methods at the schools are many and varied, including music, dance, singing, gardening, sports, theatre, games, outdoor activities, handicraft... These all help the



student teachers to learn to teach not only in the traditional sense of the word but in many creative ways.

During their teaching practice, the student teachers carry out a self-chosen community development micro-project in one of four areas: Women’s Advocacy; Community Leadership; Health; Entrepreneurship. The micro projects range from improving sanitation and health by organising latrine or well construction, to planting vegetable gardens for better nutrition. The trainee teachers might find it most relevant to offer Portuguese lessons to returnees from neighbouring countries, or to teach women basic reading, writing and arithmetic to help further small income generating projects in the community.

Teacher Training Schools Angola

	School	Start	Graduated
1	EPF Huambo	1995	667
2	EPF Caxito	1996	714
3	EPF Benguela	1997	598
4	EPF Cabinda	1998	565
5	EPF Luanda	2000	568
6	EPF Zaire	2001	392
7	EPF Bié	2006	236
8	EPF Uíge	2007	164
9	EPF Malange	2007	122
10	EPF Kunene	2008	67
11	EPF Kwanza Sul	2009	-
12	EPF Kwanza Norte	2010	-



In January 2012 the first students from Kwanza Sul graduate, followed by the first graduating team from Kwanza Norte in 2013. During 2011, co-financing agreements for a second School for the Teachers of the Future in Huambo province and a new School for the Teachers of the Future in Kuando Kubango province were formally approved by the respective provincial governments. Construction will commence in 2012 and the schools will open in 2013.

12 Schools for the Teachers of the Future in operation

4.093 Primary school teachers graduated as of January 2011

2.658 Students in training in 2011 on Teams 2009, 2010 and 2011

The program

The 12 Teacher Training Schools carry out a 2 ½ year training program, which is divided into 8 periods:

1st period	The World in Which We Live; 3 months
2nd period	Our Country - Angola; 3 months
3rd period	We Continue Building Our School; 1 month
4th period	School Practice and Further Studies; 5 months
5th period	Consolidation and Charter subjects; 5 months
6th period	Pedagogical Workshop; 1 month
7th period	The Teaching Profession; 11 months
8th period	Final Exams and Graduation; 1 month



9 pedagogical principles

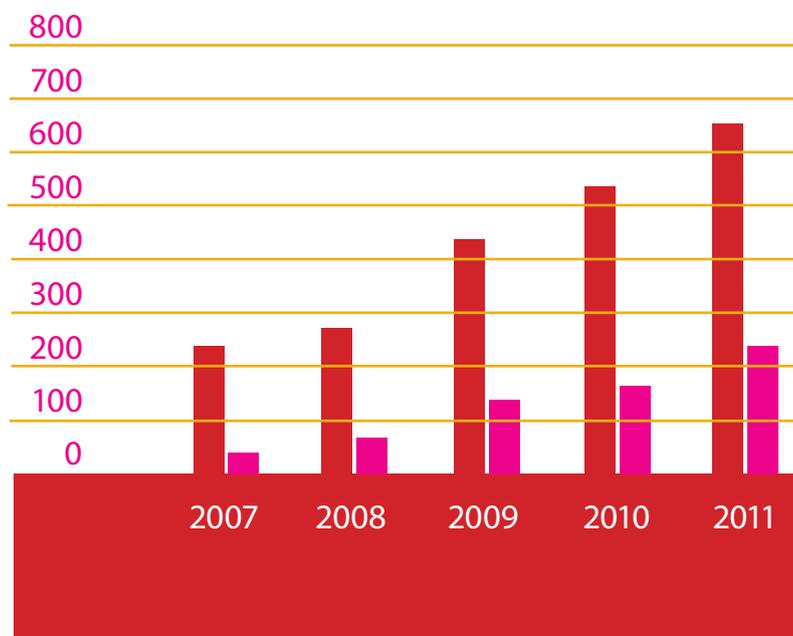
1. You have to go exploring to acquire new ideas- and explore further to form better ideas.
2. You have to get close to the thing you want to learn about: the closer you get, the more you learn.
3. Together with your fellow students, you must be the driving force in your education in order to learn as much as possible.
4. Be forewarned: once you get into your stride, you'll want to do more and more.
5. There isn't time to learn everything at school- the rest comes later.
6. Only Adam, at first, was alone in the world. All the rest of us are here together.
7. The things you learn should be used so that others may learn from you. What you have learned, you learn twice as well by teaching it to others.
8. You have to be mobile, then you will encounter many things. From just one place, you can't see far.
9. All this applies to teachers too.



Gender at Schools for the Teachers of the Future

Since 2007, ADPP has been making a concerted effort to increase the proportion of female trainees at the Schools for the Teachers of the Future. The long term goal is 50% female enrolment at all of the schools. As of 2011, four of the twelve schools have reached 50% female enrolment.

Simultaneously, gender awareness has been put more in focus at the schools. Male and female trainee teachers take equal part in all activities, from leading community activities to speaking up in common meetings; from preparing meals to maintenance work. Much emphasis is also placed on the importance of primary school teachers doing all they can to ensure that girls in rural primary schools attend school and get a good education.



Gender Distribution at the Schools for the Teachers of the Future

■ male
■ female

Practical and Theoretical Schools

In 2011, ADPP launched a new type of education for young people which aims to educate the whole person in a bid to graduate well rounded, knowledgeable, dynamic young people who can contribute to development in Angola.

Known as “Escolas Polivalentes e Profissionais” (EPP), the program at the schools is organized as if it was a 3 year expedition to conquer Mount Everest. Everest, the highest mountain in the world, represents the mountain of knowledge and skills the students have to acquire to graduate and take their place in the development of the country. The program take the students through one hike after another, higher and higher up the mountain. The hikes are different – in length, in how steeply they rise, in how difficult they are to climb. The program is organized in this way, so that students are continually aware that they are working their way up to the next level, becoming increasingly skilled and experienced. Each hike presents new challenges, new things to be learned and new skills to try out. By the end of each hike, each student has changed and reached new heights. Each hike builds on the skills and knowledge gained on the previous hikes. After each hike, there is a plateau where the students take a look back and take stock of what they have learned and done, and look

at what lies ahead.

The mountain must be conquered by the individual, in close collaboration with the rest of the class and the teachers.

The first year of the education is a basis year, where the students learn many new subjects, skills, methods of learning and also try their hands at a number of the professions on offer. From the second year, they specialize in the profession of their choice. The students learn the knowledge and skills which are relevant to their profession, but it is not learning for the sake of learning: they are to be carried out in practice. The students do this at the school and in the community as part of the program. Simultaneously, they study the regular school subjects, and there are plenty of theoretical, practical, cultural, sporting and artistic skills and experiences built into the program.



LEARNING BY DOING

The Professions (the 9 vocational lines)

1. Pre-school assistant
2. Energy assistant
3. Water assistant
4. Environment promoter
5. Food producer
6. Modern Chef
7. Information and Communication assistant
8. Community Health Agent
9. Community Mobilizer



	No. of students	Male	Female	% female
EPP Cabinda	59	41	18	30%
EPP Bengo	54	37	17	32%
EPP Benguela	109	66	43	40%
EPP Huambo	84	51	33	39%
EPP Luanda	108	55	53	49%
Total:	414	250	164	39,6 %



Schools for Children and Young People

ADPP's Children's School provide children with a solid education at primary or lower secondary level to enable them to create a good, productive future for themselves.

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

The schools all offer intensive programs, combining regular lessons with life skills education, sport, theatre, community development activities and much more. The students participate in the day-to-day running of the school and in a range of after-school activities.

All of the schools work to make lessons interesting and to make the children active learners. Lessons outside of the classroom are a good way of doing this, from measuring the size of the school building to going for trips in nature.

The schools regularly hold open days, cultural

or sporting events, seminars etc for local community members. In this way the schools also serve as community centres.

In 2011, a new subject was introduced for 7th - 9th graders at the schools: Entrepreneurship. The students have both theoretical and practical lessons in the subject. They have learned about the meaning of entrepreneurship, about assessing business opportunities and about how to run a small income generating activity and have been developing their own activities.

Also in 2011, the four schools began offering a new educational opportunity to the community at large through the project "Youth in Action for Education". More than 750 out-of-school youth attended a special program of combined literacy, numeracy and entrepreneurship education for 10-15 hours per week for the full school year. The idea of the program was to give them a basic level of education to help them on in life, and to encourage them to reintegrate into the formal education system. The project was very successful and is being repeated in 2012.

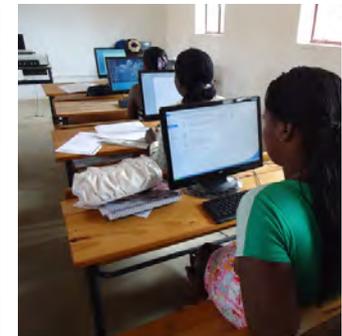


9000 girls for a brighter future

From 2008 through 2011, all four of the schools have been implementing an ExxonMobil funded project to empower 9000 girls. The project aimed to help reduce barriers that prevent girls from being educated and to equip women to become leaders in their community. Three key messages have been promoted: Get educated, Stay healthy and Avoid Early Pregnancy.

More than 1500 girls at the four schools have benefitted from vocational training in Agriculture & Environment, Cooking, Cutting & Design, Decoration, IT and Theatre and also life skills lessons.

They have also supported each other in Girls' Clubs, and carried out peer education in the local communities. In addition, around 7500 girls in local communities have taken part in girls' clubs and life skills lessons.



	Children's Town Caxito	Children's Town Huambo	Children's School Luanda	Children's School Benguela
Established	1986	1991	1991	1995
Students in 2011	354	892	663	837



Frontline Institute

The students at Frontline Institute are trained and equipped with the knowledge and skills to transform them from people who are passionate about development into people capable of bringing about development.

Frontline Institute Angola was established in Huambo province in 2009 to train project leaders and key staff for development projects.

Participants are selected on the basis of a proven commitment to development work and a passion for people. In general, they are recruited among people connected to ADPP projects, who have demonstrated a commitment to development. Some are former students, volunteers and many are employees who wish to learn more about running development projects.

The Institute builds their capacity to do so, and teaches them to stick together with their colleagues to overcome the many challenges they will face at the frontline of development. In 2011, Frontline Institute operated 6 month

courses in Basic Project Management for a total of 40 participants. As well as learning leadership and management skills, and basic project administration, the participants learned about community mobilization and carried out many community activities to put theory into practice. On graduation, the majority of the students opted to take an Advanced Project Management course at Frontline Institute in Zimbabwe.

Also in 2011, Frontline Institute Angola operated one year courses for a total of 34 community activists. The first six months consisted of theoretical and practical lessons at Frontline Institute, followed by a five month work placement at a development project, and a one month conclusion period back at Frontline.





Some of the activities carried out by participants at Frontline Institute in 2011:

- Distribution of 10kg family packages of used clothing to more than 7.000 families in 7 municipalities of Huambo province. Frontline Institute worked together with the Provincial Governor, Ministry of Social Affairs, Municipal and Communal Administrations and local authorities to ensure that the clothes benefit the right persons.
- Spearheading of a large scale HIV / Polio vaccination campaign in the province, together with the Provincial Department of Health. The campaign reached 11 villages in Huambo with the result that 8.409 children were vaccinated against polio, 9.028 people were informed about HIV/AIDS and condoms were distributed.
- Training of 15 local farmers in organic compost production; a five day course on “Alcohol and Drug Abuse” for local youth, a course at a local old folks home on the production of home made soap; a course on Gender Equality for 73 seventh graders- and much more.

RURAL DEVELOPMENT

The question of rural development is crucial in Angola. The country has a fast growing economy, but ensuring that this benefits the whole population in the long term is a huge challenge.

ADPP has been operating Community Projects for Rural Development / Child Aid projects in rural areas since the mid nineties. These aim to improve the standard of living for children by working with the whole family.

In 2010, there were Child Aid projects in Cabinda and in Namibe provinces.

In 2009, ADPP started a pilot Community Project for Rural Development in cooperation with the Ministry of Agriculture, Rural Development and Fishing. The project was part of the

government strategy to combat hunger and poverty, and promote integrated, community-led rural development.

The pilot project in Bié province continued with great success during 2010, and after a positive evaluation from the Ministry, a further five ADPP Community Projects for Rural Development were given the go-ahead. These all started at the end of 2010 or in 2011.

Also in 2011, ADPP started Alphabetization projects in rural areas in 8 provinces in cooperation with the Ministry of Agriculture and Rural Development and the Ministry of Education.



- Community Projects for Rural Development / Child Aid
- Alphabetization project
- Rural Dynamos
- Clothes Distribution

Child Aid/ Community Projects for Rural Development

Both Child Aid and the Community Projects for Rural Development work to build the capacity of families, and by extension communities, to improve their way of life.

Child Aid

Since 1993, ADPP Angola has been operating Child Aid projects aimed at improving the health and wellbeing of children. The basic idea is to create a supportive environment for the development of the child through development of the community as a whole. Families are empowered to improve their own lives and to see themselves as a driving force in creating a good environment for the children and youngsters.

In 2011, Child Aid Cabinda, in addition to running preschools, clubs and special events for children, focused on women's empowerment. 1000 women were involved in a project involving alphabetization, awareness raising on legal issues and training in the management of income generating projects. The women are organised in clubs, and by the end of 2011 were starting joint income generating projects, with the profits going to a jointly decided cause.

Child Aid Tômbwa continued with its main focus areas since it began in 1993: working with the community, and particularly youth, to protect the environment; and running preschools.

All Child Aid and Community Projects for Rural Development operate within nine basic lines, with an additional two lines decided locally by each project:



1. Strengthening the family economy
2. Hygiene and Health
3. HIV/AIDS and other diseases
4. Preschools
5. Children as Active Citizens
6. Orphaned and Vulnerable children
7. Education
8. Village Development
9. Environment

Community Projects for Rural Development

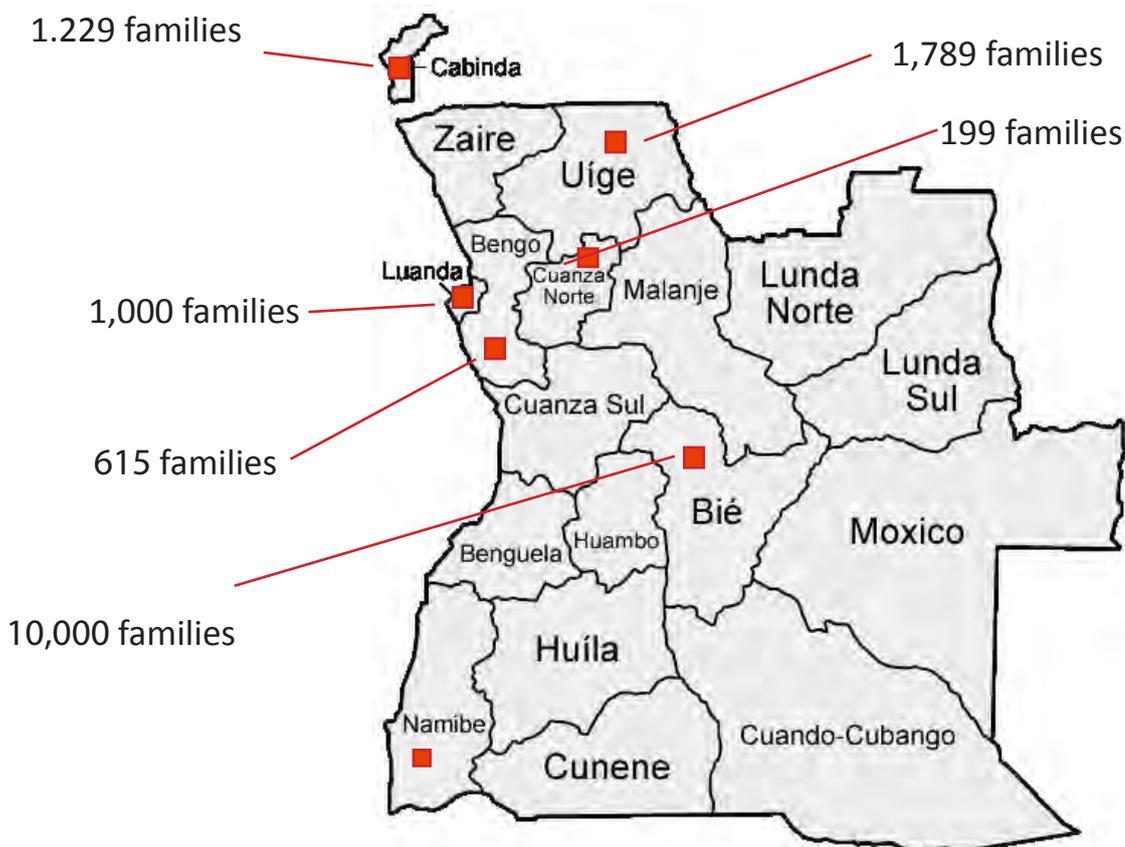
The overall objective of the Community Projects for Rural Development is to combat hunger and poverty, and contribute to integrated rural development with active community participation. The projects are implemented as part of the strategy of the Ministry of Agriculture, Rural Development and Fisheries in the framework of the Programme

of Rural Development and Poverty Reduction underway in the country.

In 2011, Community Projects for Rural Development were in operation in Ringoma/Umpulo, Caxikane, Cakila, Canulo, Ludi and Kulo in the provinces of Bié, Bengo, Luanda, Uíge and Kwanza Norte.



Projects in 2011



Alphabetization

ADPP is carrying out a large scale campaign for adult literacy as part of the National Program for Rural Development

ADPP is working together with the Ministry of Agriculture, Rural Development and Fisheries to reach 330,000 with alphabetization courses by 2015.

The first phase of the partnership started in 2011 (continuing into 2012), with the aim of providing literacy training for 55,000 people.

In 2011, the Ministry of Education trained and certified 10 ADPP staff members as “trainers of trainers” for the alphabetization project.

They in turn trained 835 literacy teachers, who are providing the classes in 8 provinces.

The education follows the three modules in the Program for Alphabetization and Accelerated Learning, in which successful participants reach 6th grade level over the course of three years and gain an official

Ministry of Education certificate. This enables them to enter the formal education system or improves their ability to find employment or start their own business.

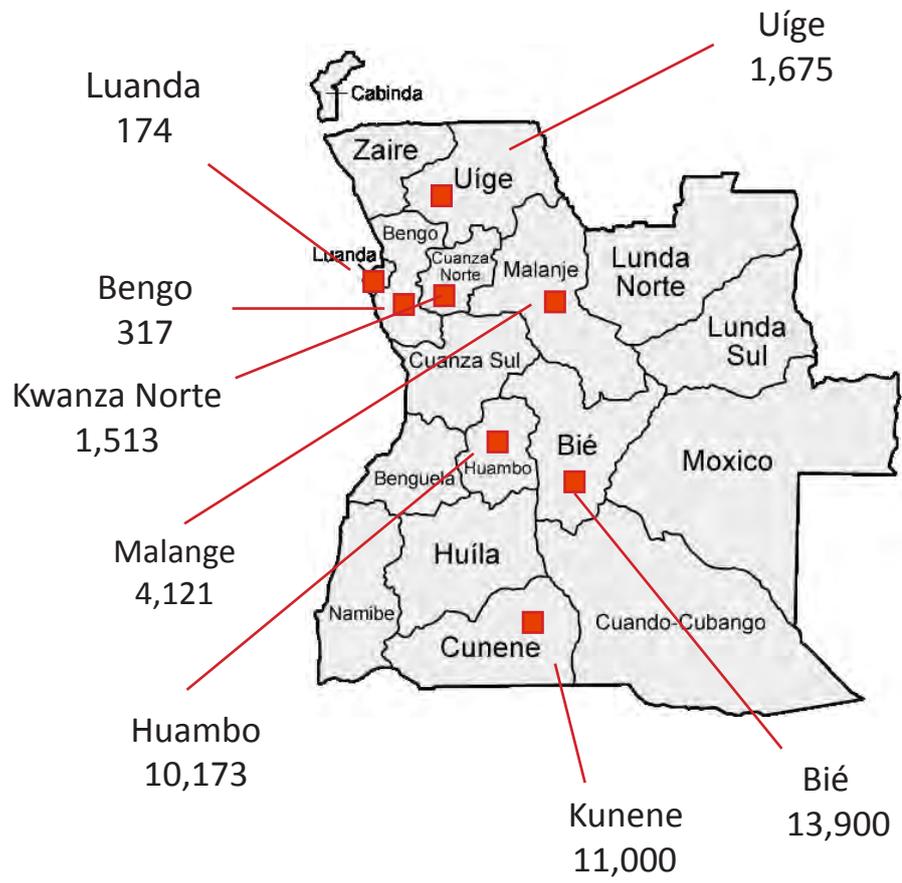
Campaign Objectives

- To contribute to the eradication of illiteracy in rural areas by 2015
- To increase the level of adult education in rural areas, thereby to increase the impact of projects in the Rural Development Program
- To develop a good model of adult learning that can be used in more villages to empower families



TOTAL learners YEAR 2011:

42.873



Clothes Distribution

In a special project in 2010/2011, ADPP distributed 500 tons of used clothing to families living in extreme poverty in rural areas of seven provinces.

With funding donated by five Humana People to People member organisations, ADPP implemented a special project aimed at reducing extreme poverty among families in rural areas of Angola. Through the project, used clothes packages were distributed to help the families cover some of their basic need for clothing, allowing them to use their scarce resources for other purposes. The families received 10 kg of used clothing, with a mixture of items for men, women and children.

The packages were distributed to needy families in rural communities in Bié, Kunene, Luanda, Huambo, Bengo, Kwanza Norte and

Malange provinces. ADPP distributed the clothing packages in some of the more remote areas of the provinces and the majority of those who received the packages were elderly, unemployed or subsistence farmers scratching a living from their small plots of land.

ADPP worked closely with provincial and municipal authorities, local administrators and traditional leaders to ensure that the clothes packages were distributed fairly and to families much in need of the assistance.

The project was successfully completed in July 2011.



A total of 500 tons of clothing have been distributed to approximately 50,000 families or 300,000 people.



Contributing partners

- HUMANA People to People, Austria
- HUMANA People to People, Italy
- U-landshjelp fra Folk til Folk, Norway
- Fundación Pueblo para Pueblo, Spain
- Planet Aid, Inc., USA

HEALTH

Health is a vital precondition for a good life. The state of health in the family and in the community has a decisive influence on all aspects of human life – on the individual and the collective reserves of energy to work, to think, to learn, to socialize, to create development and to live a decent life.

The construction of latrines with families in Caxito in 1989 was the first basic health and sanitation activity ADPP carried out. Since then many thousands of latrines have been constructed throughout the country, as well as health posts, wells to provide clean water, campaigns for basic hygiene and sanitation. Each action has been based on getting families involved in solving the problems.

Similarly, the big endemic diseases can only

be conquered when each individual, family and community as a whole take their part in getting the diseases under control. This approach has been part of ADPP projects since 1997.

The HOPE project- in the fight against HIV AIDS- started in Benguela in 1997 and in the year 2000 in Cabinda. In 2006 ADPP started the 3 year action of TCE- Total Control of the Epidemic- in communities in Bengo and Kunene. Today a similar project is taking place in Benguela, tackling Malaria, HIV and TB.

In 2009, ADPP started an innovative schools-based malaria community control project in Zaire province. In 2010 ADPP started the Community Health Agents project in three municipalities in Kunene.



- HOPE
- TCE
- Community Malaria Project
- Nutrition Education
- Community Health Agents

HOPE

A project in the fight against HIV/AIDS. HOPE provides testing, counselling, training and outreach services from the HOPE centre, with mobile services for rural areas.

The first Hope project in the country was started in Benguela in 1997, followed by Hope Cabinda in 2000. The projects have traditionally helped those infected or affected by HIV. In 2010, HOPE Benguela also began working to combat malaria, which is an enormous health risk in the province and the country.

Both HOPE projects operate HOPE Centres, which function as drop-in resource centres for the community. They also reach the population through campaigns in markets and public places, through school and workplace programmes, via training sessions for police

and military, distribution of condoms, information materials and much more. HOPE also links the population with health service providers. The aim of the HOPE Centres is to continue operation until HIV has been eliminated.

Through their outreach work, the HOPE projects seek continuously to mobilize people to adopt safer sexual behaviour and to be part of the community's response to the HIV/AIDS epidemic. Home based care and orphan support programs are also run through the Hope Centres.

The HOPE Centres work with a variety of partners to target different sections of the population with information and support for behaviour change regarding HIV: the armed forces, commercial sex workers, young people, workplaces etc.



HOPE Benguela

3.943 People tested for HIV/
AIDS in 2011

312.811 Condoms distributed
21 People trained in Positive Living



HOPE Cabinda

748 People tested for HIV/
AIDS in 2011

73.920 Condoms distributed
48 People trained in Positive Living



The HOPE projects works in three areas:

Health Services

- Mobile testing for HIV/AIDS
- Mobilizing pregnant HIV+ women for PMTCT
- Training HIV+ people in "Positive Living"
- Condom outlets
- Condom distribution
- Youth Friendly Corners in the area
- Training people in Basic Counselling

Opinion Forming Activities

- Information Centres in the community
- Awareness Raising Actions in communities
- Advocacy and Opinion forming activities
- Stakeholders meetings with local leaders, traditional doctors and others

Outreach

- HOPE clubs
- Training and working with activists
- Informing people directly throughout reach
- Workplace programs on HIV/AIDS prevention, care and support.

Community Health Agents

Community Health Agents are recruited from and live in the rural communities where they work to promote preventative health care, with a special focus on maternal and child health.

The Community Health Agent project started in 2010 in Kunene as part of the Ministry of Health's "Revitalization of Health Services" program implemented in Kunene province.

300 Community Health Agents have been trained and each is responsible for following up on the health situation of 100 families through regular home visits.

Throughout 2011 the Community Health Agents worked in the communities teaching the population about diseases such as malaria, tuberculosis, HIV, and diarrhoea. They also attended bimonthly training sessions, aimed

at keeping them knowledgeable on the issues and helping to solve problems as they arose.

In the final quarter of 2011, the Community Health Agents began working with a new initiative: Community Led Total Sanitation. The Community Health Agents teach the families about the dangers of open air defecation and mobilize them to build latrines. The aim is that as more and more people change their habits, entire communities can declare themselves "Open Defecation Free" and enjoy the health benefits this brings for all.



28.186	Families registered in the project from the three municipalities which are part of the program.
86.724	Family visits carried out by the Community Health Agents where they discussed malaria, HIV/AIDS, tuberculosis etc with family members.
13.065	In the registered families, there are 13.065 children under five. Their mothers are given special attention, with information about child nutrition, health, preventing common diseases, treating diarrhoea.
14.876	Pregnant women have participated in special lessons, which have included mobilization for prenatal consultations, health during pregnancy, the importance of breast feeding and the health of the newborn child.
22.925	People have become HIV key message compliant as a result of the work of the Community Health Agents.
16.141	Couples have been counselled in family planning. The Community Health Agents explain the importance of family planning / spacing and different methods.
10.901	Pregnant women have been referred to ante-natal clinics. There is access to ante-natal clinics in all the areas and it is therefore very important to make sure that all women are aware of the facilities and also know why they should attend ante-natal clinics.
28.689	People have been mobilized and tested for HIV.
774	Mosquito nets have been distributed.
579.494	Condoms have been distributed



TCE - Total Control of the Epidemic

TCE is based on the principle that every individual has to take a stand on how to take control of HIV/AIDS and how to live according to their status in order that whole communities can gain total control of the HIV epidemic.

TCE Benguela applies the approach to the three big endemic diseases: HIV/AIDS, malaria and TB. Each individual has to be well informed, to make the choice to get in control of their situation and to act accordingly in order that the community can get in control.

The project combines a Field Officer component, as in traditional TCE projects, with a Schools and Community component. Teachers at the schools are trained to give lessons on the endemic diseases to their pupils. They form Malaria and HIV Control Committees at the schools and Malaria and HIV Control Patrols. These Patrols, with around 20 students in each, carry out community work providing information and support for behaviour change in relation to the endemic diseases.

TCE is, however, more than dissemination of correct information. It goes to the core of the issue, helping each and every individual make a personal plan for how to reduce the risk of infection, centred on behaviour change. People are mobilized to go for HIV tests, stick to one faithful partner, use condoms, and they are encouraged to inform other people about the AIDS epidemic. They learn about avoiding insect bites by covering up in the evening, and by sleeping under a mosquito net. They learn to recognise symptoms and seek treatment and are supported to follow through with the prescribed treatment.

The TCE programme also assists those who have tested HIV positive to adopt a positive and healthy life style in order to live longer. TCE has volunteers known as “Passionates”, who assist in spreading information and who help organise ways of helping those infected or affected by HIV, malaria or TB.





Nutrition Education

In partnership with Joint Aid Management (JAM), ADPP is implementing the project: “Food for Education: Teacher Training, Nutrition Education and School Gardens”.

In Benguela province, ADPP is training teachers to give nutrition education in primary schools, spreading key messages on nutrition in the community and training 160 schools to operate school gardens. In addition,

ADPP trainee teachers in 10 provinces have been trained as nutrition educators and are giving lessons in rural primary schools and communities.

People have been reached with key messages on nutrition so far

345.737

827

Primary school teachers and school directors in Benguela trained to give nutrition education

238.785

Children in 399 primary schools in Benguela receiving nutrition lessons

35.000

Parents and community members in Benguela who have received key message pamphlets on nutrition

92

Nutritional educators in Benguela trained to run good school gardens

2.000

Parents and community members directly involved in school garden clubs in Benguela

67.587

Children in 179 primary schools in 11 provinces have received nutrition education from ADPP trainee teachers in teaching practice



Community Control of Malaria

Primary school children from more than 200 schools across Zaire province are organized into Malaria Control Patrols, learning how to prevent malaria and mobilizing the community to take action.

ADPP has trained a network of more than 200 teachers in the key project messages- avoid bites, sleep under a mosquito net, know the symptoms, seek treatment- and in community service. Each Malaria Control Teacher has organized a Malaria Control Committee at their school, and Malaria Control Patrols of approximately 20 children each. The students in the patrols carry out extra curricular

activities from their “Malaria Won’t Catch Me” action books. They work with families in the local community to promote malaria control. In this way, the whole community is reached with information, education and communication on malaria prevention and control as well as with practical preventive measures, such as the distribution and follow-up on the use of impregnated mosquito nets.

People reached with information and support for behaviour change

100.000

- 231 Malaria Control Teachers have been trained
- 203 Primary schools have participated in the project in all 6 municipalities in the province
- 165 Malaria Control Committees with at least two student representatives and two representatives from the community have been established and are active.
- 600 Malaria Control Patrols
- 12.000 Pupils organized in the Patrols



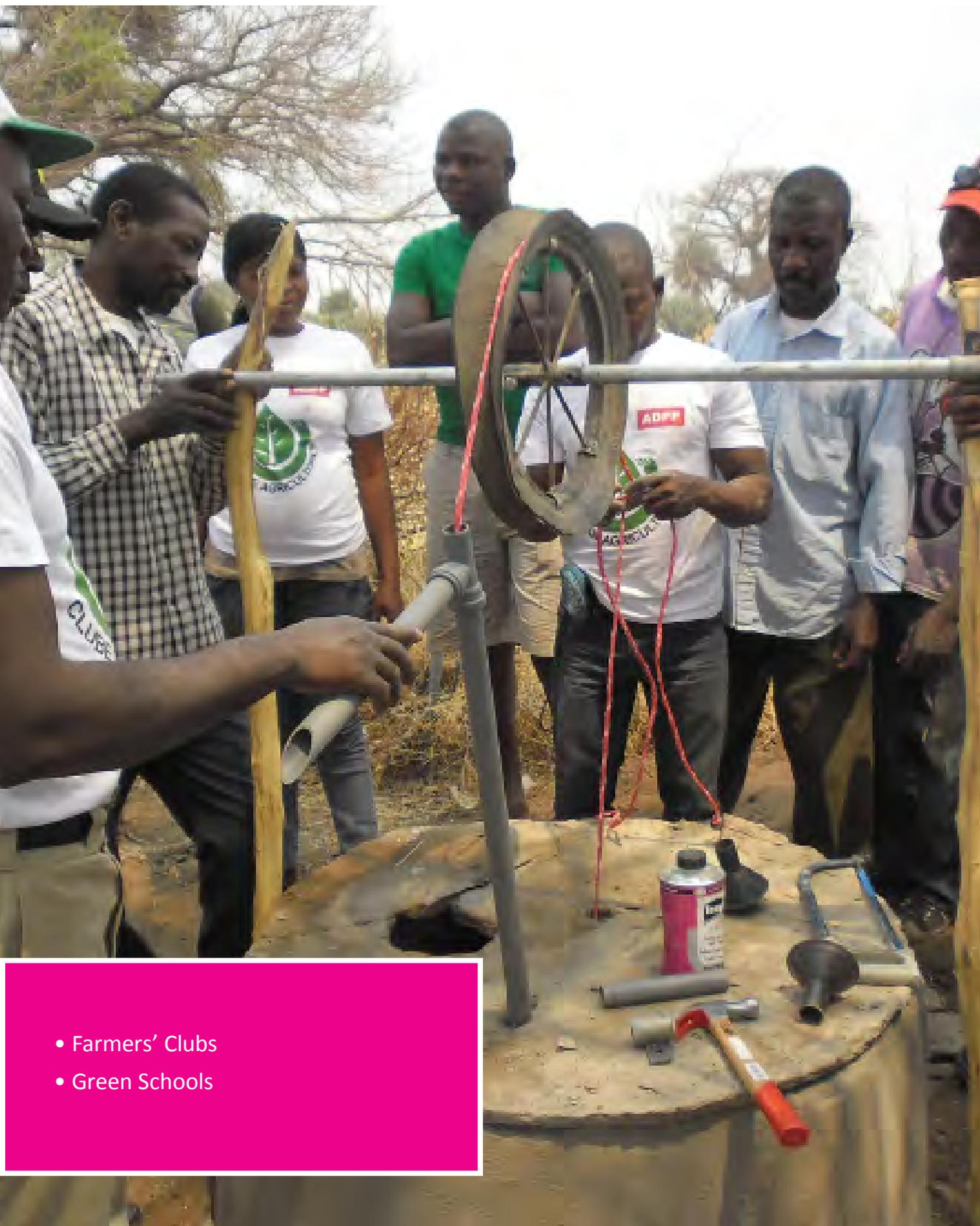
AGRICULTURE AND ENVIRONMENT

Considerable effort is needed to address the poverty which is a reality for the all too many families living from subsistence agriculture. For the individual farmer and his or her family, the problems are basic in the extreme: acute poverty, hunger, under- or malnutrition, illness. They have a lack of knowledge of the modern methods of sustainable farming which could dramatically improve their standard of living, and suffer from a lack of input in the form of seeds, tools etc.

Through the Farmers' Club projects, ADPP is training subsistence farmers in environmentally sustainable techniques to improve productivity, and at the same time training the Farmers' Club members in how to get organized for buying inputs and selling to the market. ADPP started

its first Farmers' Club project in Cabinda and thereafter Farmers' Club in Zaire province. Here a total of 4,250 farmers were organized in clubs, with both the farmers and their families directly benefiting from activities. There is currently a Farmers' Club in Kunene and further projects scheduled to start in 2012.

Both agriculture and the environment have been in focus throughout the year at the Schools for the Teachers of the Future- and in many nearby primary schools. The Teacher Training Schools have been increasing their own agricultural production through garden farming and have also been educating the community on global warming and how to both benefit from and protect the local environment.



- Farmers' Clubs
- Green Schools

Farmers' Clubs

Farmers' Clubs are aimed at improving food security, alleviating poverty and promoting rural development.

The Farmers' Club project in Kunene started on the 1st of January 2011. The project covers 1.000 family farmers, slightly more than half of whom are female, organized in 4 Farmers' Clubs of 250 farmers. Each Club has its own project leader/ farming instructor. Each Club is subdivided into groups of around 50 farmers, who elect a Farmers' Club Committee of 5 persons to lead them.

The Farmers' Clubs in Kunene are located in the municipalities of Ombadja and Kuanhama, and in 2 different locations in each municipality: Kapanda, Oupale, Okafuca, Okapanda. In 2011, the farmers established the model fields in which they can experiment with new techniques and began learning new techniques in theory and in practice. They began planting trees to help improve the soil and participated in a number of actions, including digging rubbish pits, Malaria, HIV

and Aids awareness campaigns, construction of pit latrines, construction of dish racks, vegetable production campaign, cattle disease control.

Communal buying and selling has helped the farmers to buy farming inputs at more competitive prices. Some of the Farmers' Clubs in Okapanda organized to sell goats and chickens at one of the local markets in Ondjiva. This was the first time that any of them had sold animals at the market. This first experiment was successful and a good example for all.

All the farmers are participating in literacy and numeracy training, following the Program for Accelerated Learning. By the end of 2011, some of the farmers were finalizing the first module and some were starting on the second module. All had gained some basic literacy skills.

The main expected results:

Result 1: The farmers increase their wealth

Result 2: The farmers provide their families with sufficient and nutritious food.

Result 3: The farmers take care of and improve their land.

Result 4: The farmers improve the health and well-being of their families

Result 5: The farmers improve their access to water for irrigation

Result 6: Each farmer is organized together with his or her fellow farmers



The Farmers' Club Structure



The Green Schools

The Schools for the Teachers of the Future are helping local primary schools learn more about the environment- and how and why they should do their bit to take care of it.

In 2011, ADPP finalized a project to improve the environment at the Schools for the Teachers of the Future, and to promote environmental awareness at local primary schools. Some of the results achieved in 2011 include:

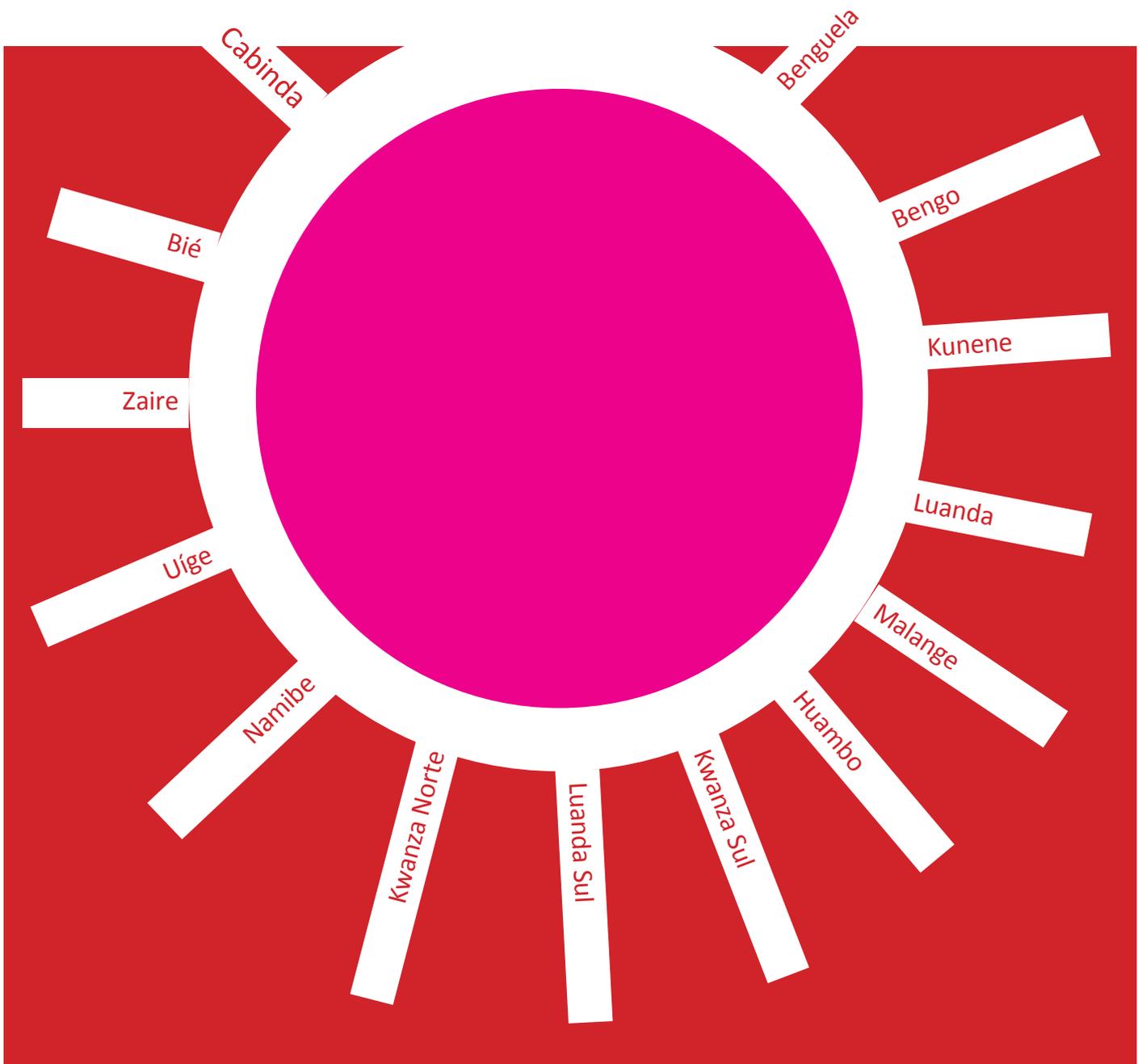
100 Primary schools in 10 provinces were introduced to the Green School action by the trainee teachers at the teacher training schools.

- 64 Tree nurseries have been set up at the primary schools
- 91 Garbage Systems established
- 24 Nature walks have been carried out where the pupils learned about animals, trees, prevention of bush fires, medicinal plants, etc.
- 61 Schools have planted flowers and trees
- 78 Environment Day events for parents and the community at the primary schools



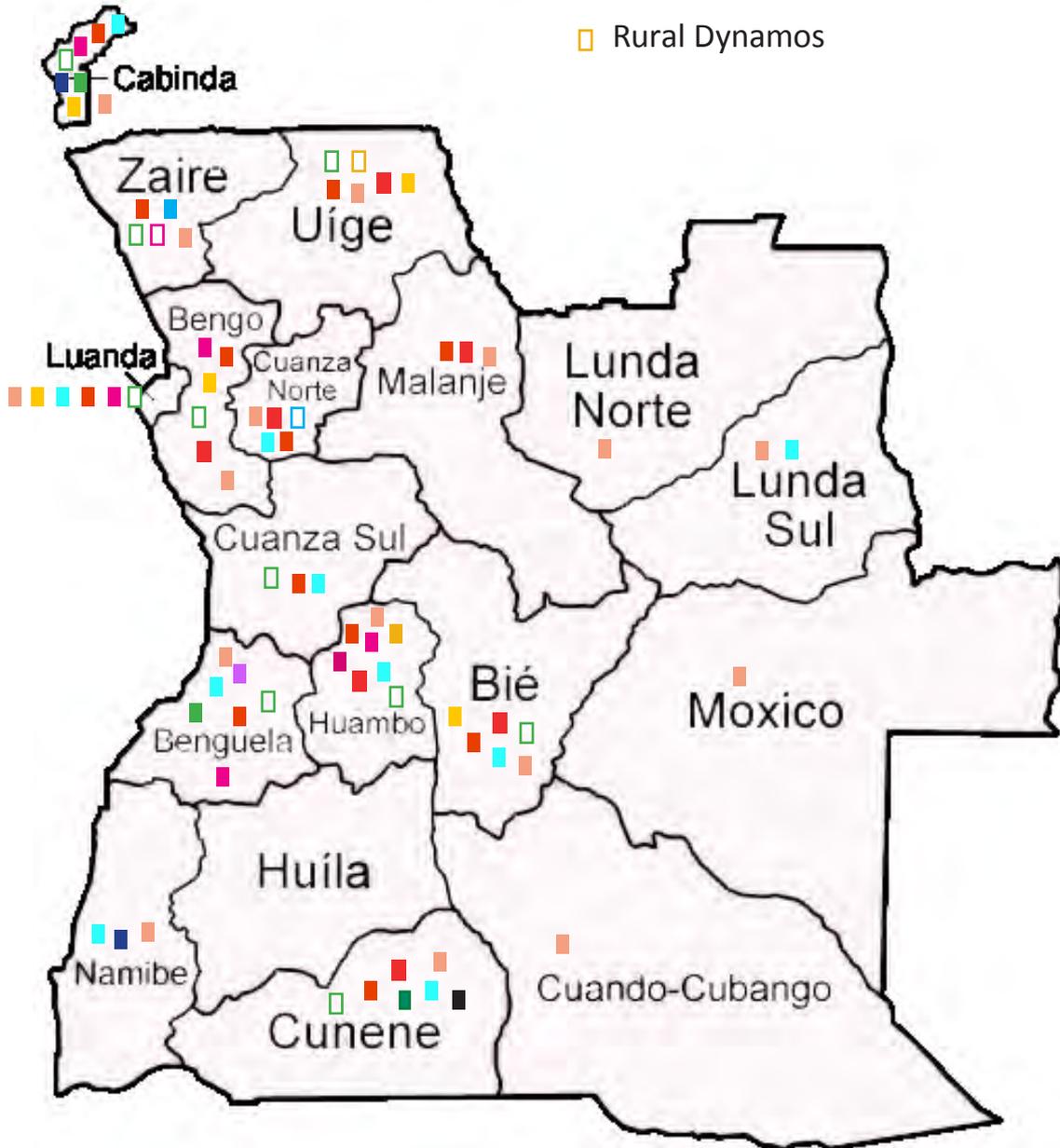


ADPP in the Provinces



ADPP by province

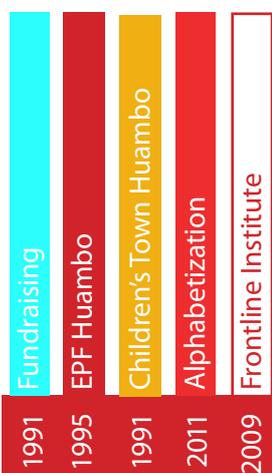
- Schools for the Teachers of the Future
- Child Aid
- Trainee teachers in one year teaching practice
- Farmers' Club
- Practical and Theoretical Schools
- HOPE
- Children's Schools
- Community Malaria Project
- EPP
- Community Health Agents
- Nutrition project
- Green Schools
- Community Project
- Fundraising
- Frontline Institute
- Alphabetization
- Rural Dynamos



ADPP Angola is currently running 52 projects in 39 municipalities in 14 provinces, reaching approximately a million people.



Education for Nutrition in Benguela province



Huambo province



- Huambo
- Longonjo
- Chinjenje
- Bailundo



Cabinda province



- Cacongo
- Cabinda
- Buco Zau



Benguela province



- Benguela
- Catumbela
- Baia Farta
- Lobito
- Cubal
- Ganda
- Bocoio
- Chongoroi
- Balombo

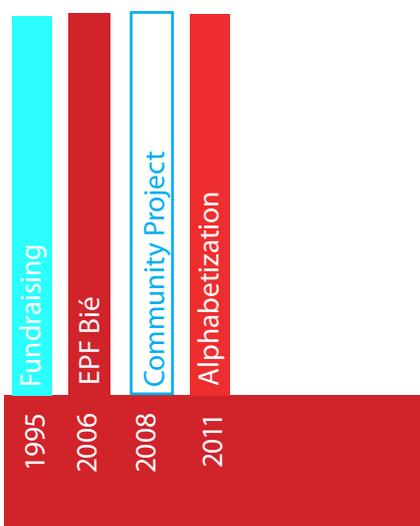
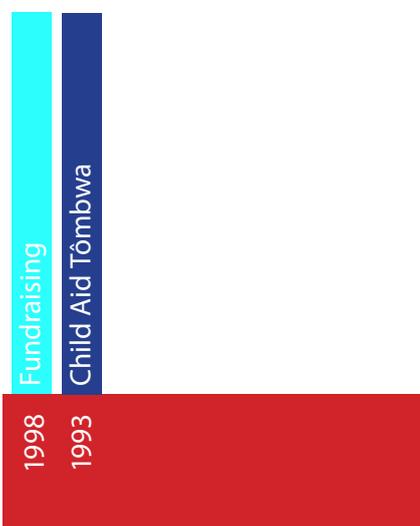


A trainee teacher from the School for the Teachers of the Future Kwanza Sul in teaching practice





Community Project for Rural Development in Luanda





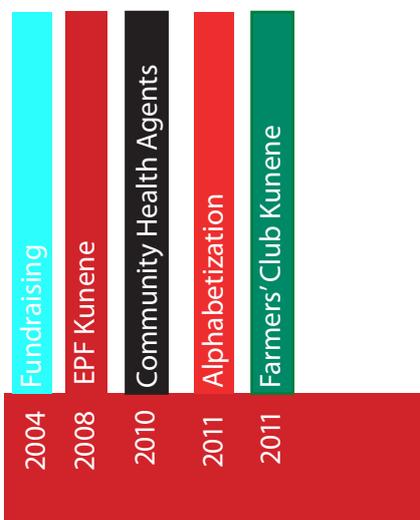
A Community Health Agent at work in Kunene



Malange province



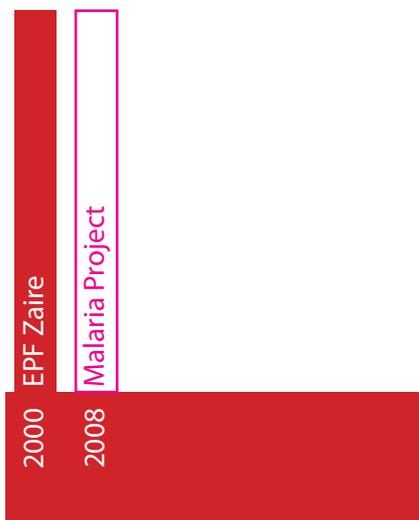
- Cacuso ■
- Caculama ■



Kunene province



- Kuanhama ■ ■ ■ ■
- Ombandja ■ ■ ■
- Namakunde ■



Zaire province



- Soyo ■ ■
- Tomboco □
- Kuimba □
- Nzeto □
- Mbanza Congo □
- Noqui □



Community Project in Uíge

2007	2010	2010	2011
EPF Uíge	Community Project	Rural Dynamos	Alphabetization

Uíge province

Negage ■

Uíge ■ ■ ■

ADPP in Other Provinces

In 2011, ADPP carried out an in-service training program for 20 teachers from Lunda Norte and Lunda Sul provinces.

Preparations began in Kuanda Kubango for a new School for the Teachers of the Future in Menongue. Likewise, preparations began for Community Projects for Rural Development and Alphabetisation projects to start in Lunda Norte, Lunda Sul, Moxico and Kuando Kubango in 2012.

Graduates throughout the country

Since they began, the Schools for the Teachers of the Future have admitted students from neighbouring provinces, who carry out their long teaching practice in their home province and return there to teach upon graduation. A total of 739 ADPP trained teachers are working in primary schools in provinces which do not have a School for the Teachers of the Future:

Province	No of ADPP trained teachers working in primary schools
Lunda Norte	157
Lunda Sul	24
Moxico	441
Kuando Kubango	72
Huila	40
Namibe	5



About ADPP Angola

ADPP Angola- Ajuda de Desenvolvimento de Povo para Povo Angola- has 52 development projects operational in 14 provinces in Angola. Since 1986, ADPP has built an active relationship with the Angolan government in the following key areas of development: Education, Health, Rural Development, Agriculture and Environment.

The history of ADPP is rich in activity, events, in results and it is full of the strong bonds and friendships which have been established in the process of creating development throughout the country.

ADPP's strength today is a result of this history, and what has been learned from the many partners and communities in the process of creating development. In all provinces and the majority of municipalities,

there are people of all ages who have been in touch with ADPP Angola through one kind of formal training or another- vocational training, teacher training, management training, agricultural training. Hundreds of thousands of others have been experienced ADPP through the projects, which have held open days, carried out community campaigns, performed theatre and song or in some other way spread knowledge on important topics- HIV, malaria, water and sanitation, nutrition, global warming and much more.

ADPP's history is rich and has at times been as dramatic as the history of Angola. This is the short version of a long history- with much more to come as ADPP continues its commitment to development throughout Angola.



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

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



ADPP Angola's mission statement

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

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

ADPP and Gender



To make development a success, each person in the community, both male and female, must be included; they must take active part in creating development in their own lives and communities.

Women's empowerment and gender equality are integrated parts of all ADPP projects. The increasing number of females who have graduated from or are studying at the Schools for the Teachers of the Future, as well as the male teachers with a greater understanding of gender issues, have a positive impact in society as a whole and especially rural areas.

Literacy campaigns help ensure that women in particular get access to education and basic knowledge. The house to house approach to Malaria, HIV and TB include personal education for mothers and girls in the families. The Community Health Agents work with many women who have limited access to basic health services. Focus on health and family planning / spacing can go a long way in promoting women's economic and social empowerment. ADPP also has a range of vocational training courses and entrepreneurship projects for women.





Human Resource Development

ADPP has a good track record in retaining passionate and engaged staff, who achieve results on the ground. In part, this is due to ADPP's long term commitment to human resource development, helping each individual develop their capacity to create development. Importantly, ADPP staff learn to work together in pursuit of a common cause—to solve problems together, celebrate success together and tackle new challenges together. Some of the capacity building training on offer includes:

ADPP Courses and Conferences Centre in Ramiro, Luanda: the Centre operates initial and refresher training courses for ADPP staff,

capacity building courses, and organizes experience sharing forums for similar project types, for example, for teachers; for community health workers; for workers from rural development projects.

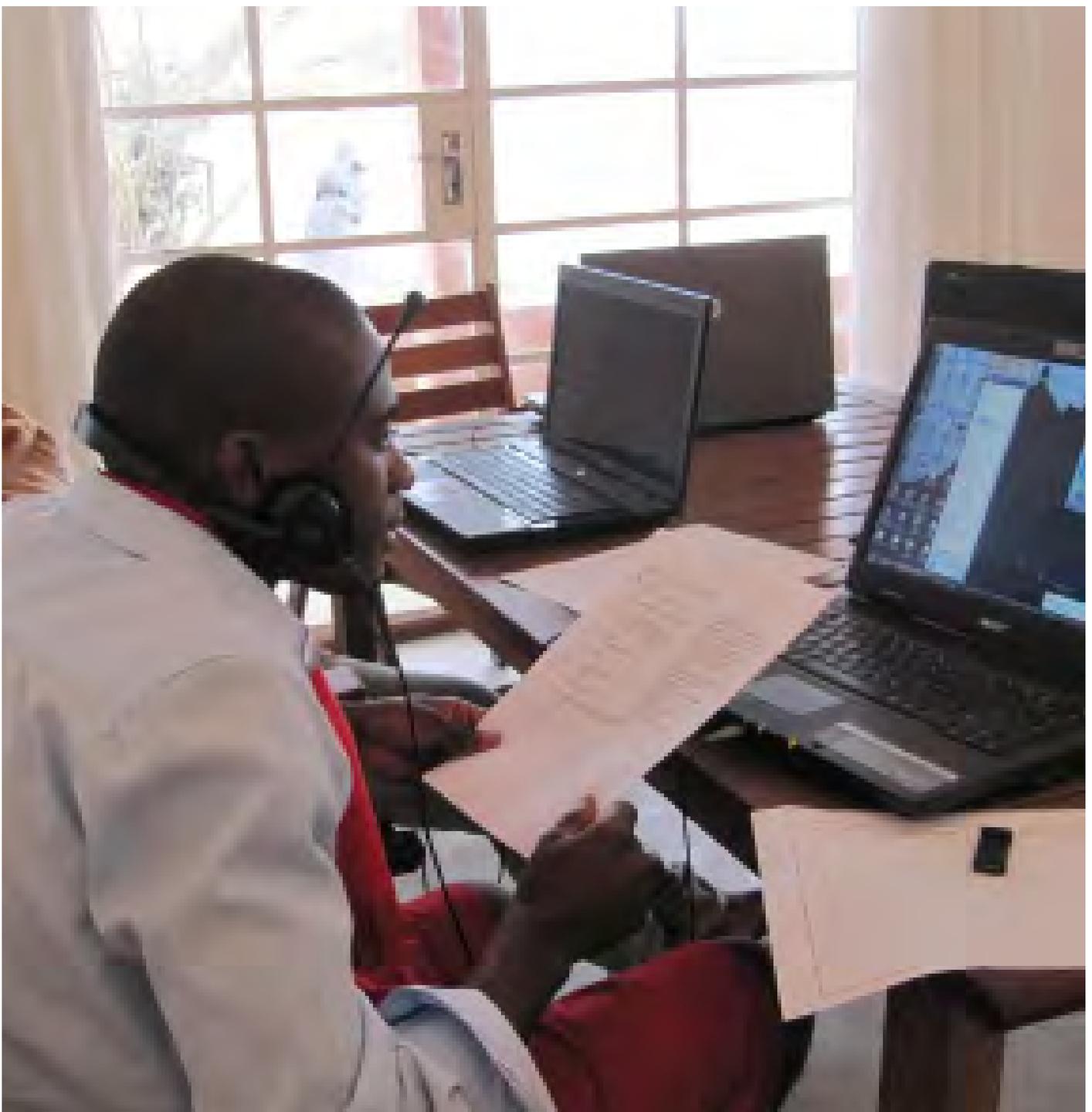
Frontline Institute Zimbabwe: successful graduates from the Basic Project Management courses at Frontline Institute in Huambo can take a six month Advanced Project Management course at Frontline Institute Zimbabwe, which trains project leaders and key staff from projects operated by Humana People to People Members. Frontline Institute Zimbabwe, which opened in 1991, gives people from many countries the opportunity



to build a movement of people who work together, in their own countries, but with the common aim of building peace and development.

People's Coach Training Program for Humana People to People Project Leaders. The two year program takes place at the KwaZulu Natal Experimental College in Durban, South Africa. The program builds the capacity of participants as project leaders and political activists. 8 ADPP project leaders participated in the course in 2011.

OWU/ISET (One World University- Instituto Superior de Educação e Tecnologia) in Mozambique educates teacher trainers for the Schools for the Teachers of the Future in Angola, Mozambique, and Malawi. Students graduate with a Bachelor of Education, and a solid training in educating primary school teachers for rural areas. In 2011, 19 Angolans (5 female) graduated from OWU, returning to take up positions at the Schools for the Teachers of the Future in Angola.



ADPP fundraising raises funds for ADPP's development projects, as well as increasing access to quality used clothing in rural areas.

ADPP and fundraising

Fundraising Angola started 22 years ago and in 2011 was taking place in 10 provinces, with a sorting centre in Luanda. The project involves importing and promoting the sale of quality second hand clothes and shoes through local agents.

The idea of the project is twofold:

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

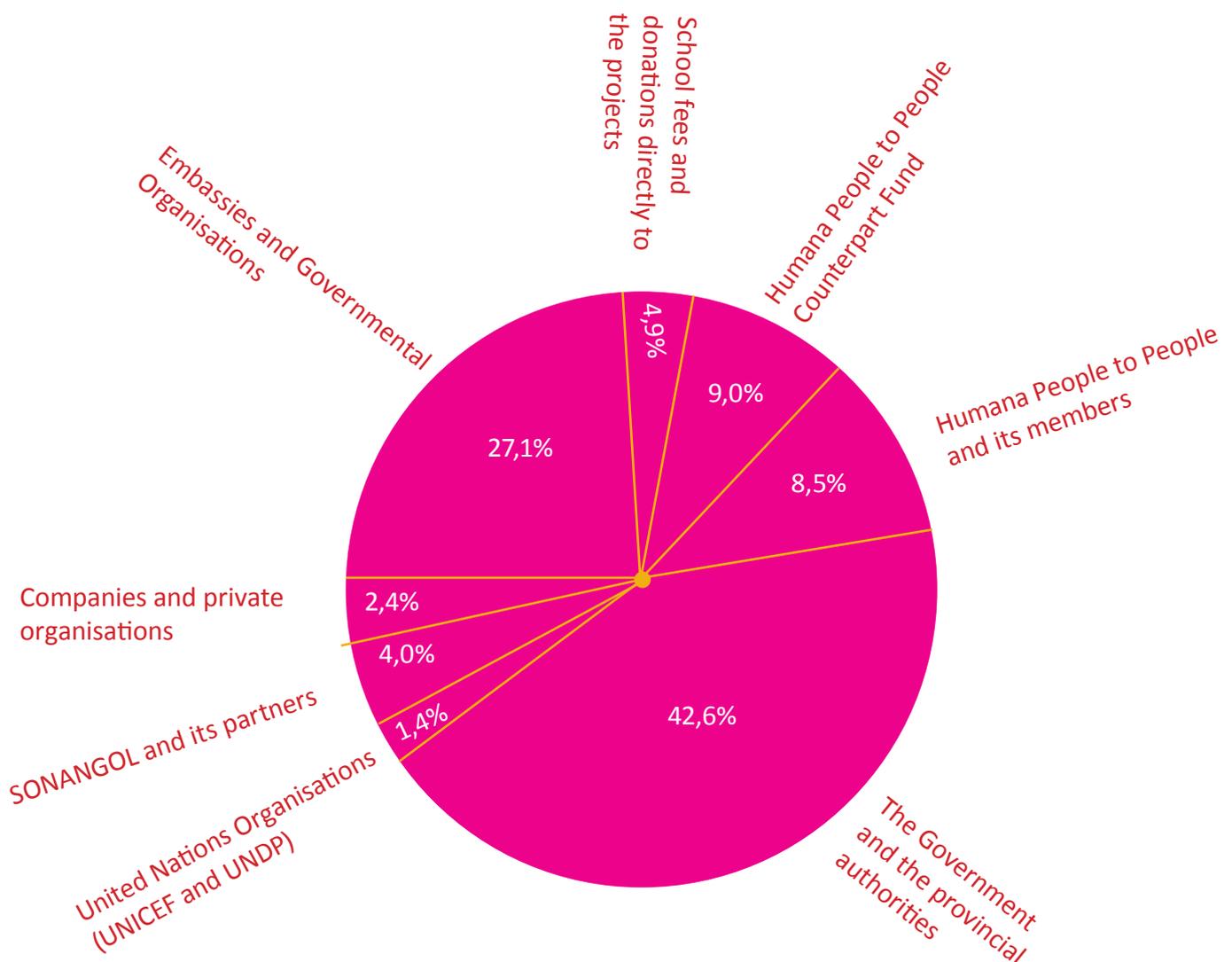
Fundraising stimulates the economy in rural areas by creating jobs both directly and indirectly: staff, transport, sorters, market traders etc.

In addition to clothing, Fundraising has in 2011 increased its effort to carry out community development campaigns. With a strong leadership and projects in many provinces, Fundraising is ideally placed to communicate with hard-to-reach groups in vulnerable areas. Passing on information about HIV, for example, can have a great effect.

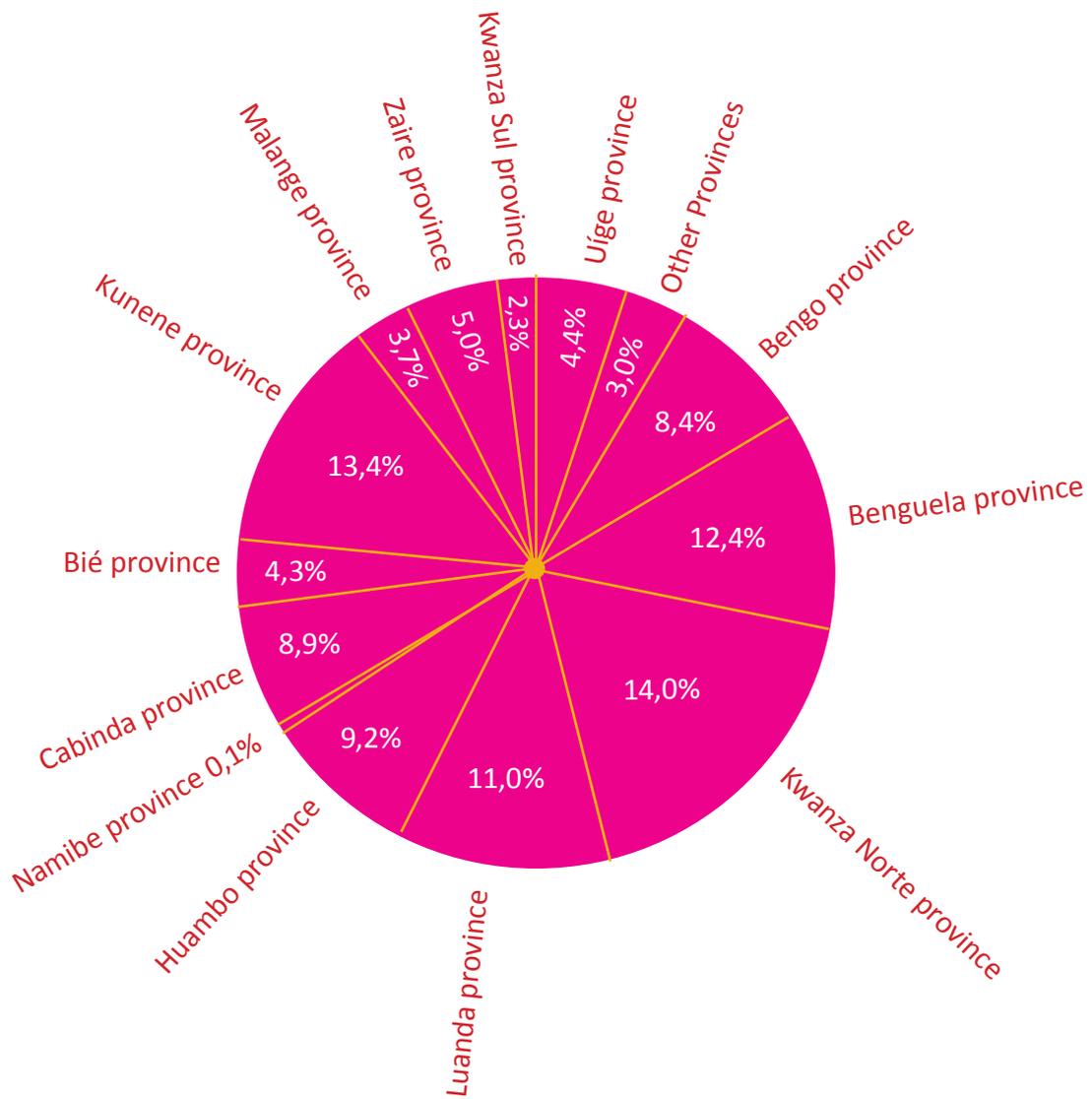


Financial Statement 2011

ADPP's revenue in 2011

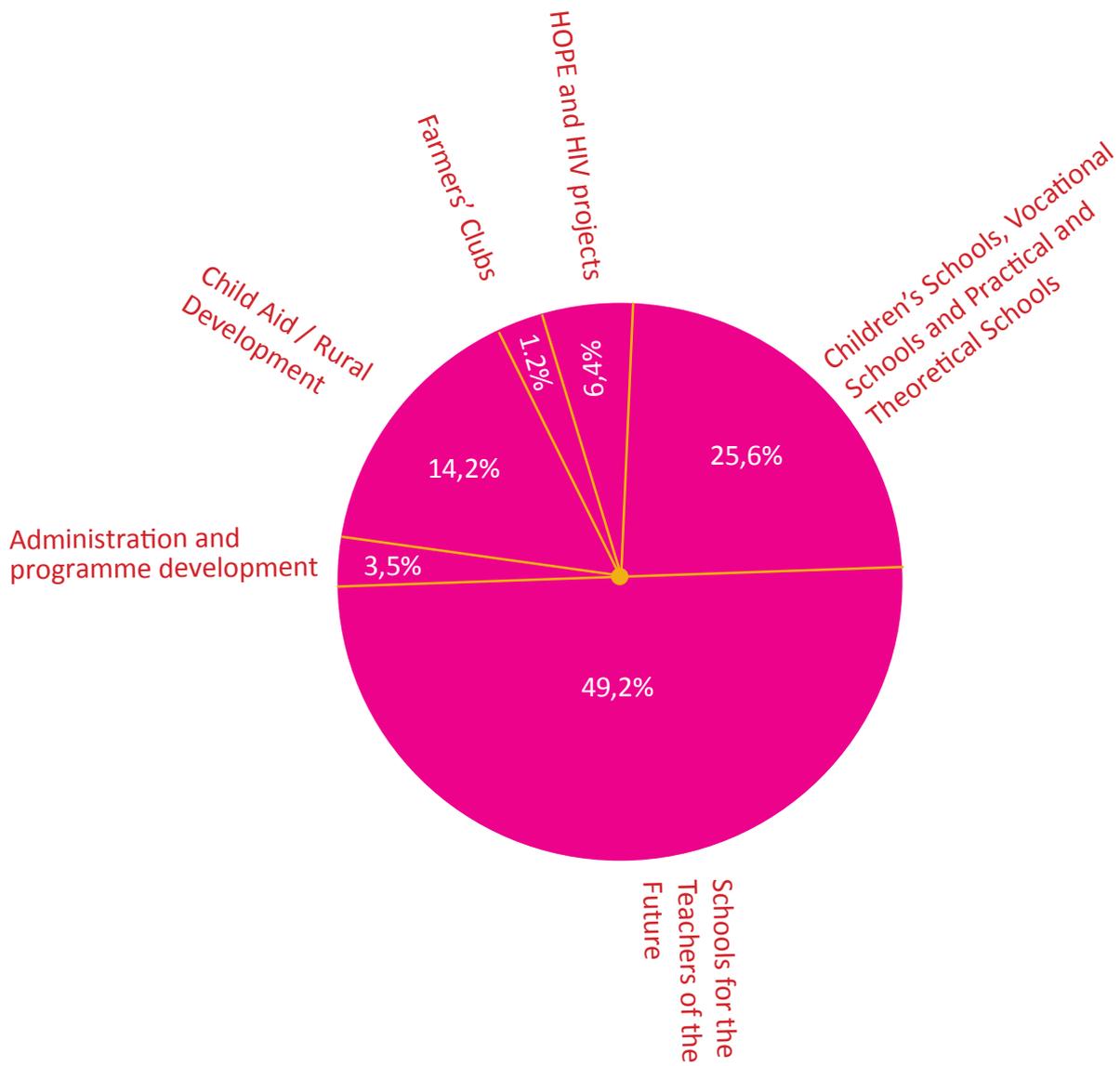


ADPP's Expenditure in 2011 by Province



Happy children from Zaire province

ADPP's Expenditure in 2011 by sector



Alphabetization in Kwanza Norte

Humana People to People

Humana People to People is a network of nonprofit aid organizations in Europe, North America, Africa, Asia and Latin America, all working in the field of international solidarity, cooperation and development.

Humana People to People member organisations work in the frontline of community development, shoulder to shoulder with the poor in the fight for change.

Being an active part of civil society in many countries has earned Humana People to People organizations a solid reputation for seriousness in development work and given extensive experience in implementing programs of many different kinds and under difficult conditions, in making things happen and in doing what it takes to reach goals.

Humana People to People was born from the desire to contribute to the fight against colonialism and apartheid in the late 1970s. When the last countries of southern Africa had won their independence and later when apartheid was abolished, Humana People to People continued to contribute to building new societies and better lives for the people.

With the end of apartheid, it became clear that the struggle for development together with poor people throughout the world was the natural continuation of the struggle against colonialism and apartheid.



Humana People to People organizations have been active for up to 32 years with long-term development projects within Education, Agriculture, HIV, Community Development, Environmental Issues and Economic Development.

The combined efforts of Humana People to People organizations in Europe, North-America, Africa, Asia and Latin America have resulted in more than 360 development projects being implemented in 2011, reaching 12 million people and employing 9000.

Member Associations

- Ajuda de Desenvolvimento de Povo para Povo - Angola
- HUMANA People to People (Austria)
- Humana People to People Belize
- Humana People to People Botswana
- Humana Povo para Povo Brasil
- Humana Bulgaria
- Planet Aid Canada, Inc.
- Humana People to People China
- U-landshjælp fra Folk til Folk - Humana People to People (Denmark)
- HPP-Congo
- Humana Pueblo para Pueblo - Ecuador
- Ühendus Humana Estonia
- Landsföreningen U-landshjälp från Folk till Folk i Finland r.f.
- Humana People to People France
- HUMANA People to People Deutschland e.V. (Germany)
- ADPP Guinéa Bissau
- Stichting HUMANA (Holland)
- Humana People to People India
- HUMANA People to People Italia O.N.L.U.S. (Italy)
- HUMANA People to People Baltic (Lithuania)
- DAPP Malawi
- Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (Mozambique)
- DAPP in Namibia
- U-landshjælp fra Folk til Folk Norge (Norway)
- Humana People to People Polska Sp. z o.o. (Poland)
- Associação Humana (Portugal)
- Humana People to People Slovakia s.r.o.
- Humana People to People South Africa
- HUMANA Spain
- Fundación Pueblo para Pueblo (Spain)
- Biståndsföreningen HUMANA Sverige (Sweden)
- Planet Aid UK Ltd.
- Planet Aid, Inc. USA
- DAPP in Zambia
- DAPP Zimbabwe

PARTNERS IN DEVELOPMENT

The Ministry of Education
Provincial Governments
JAM/US Department of Agriculture
South Korean Embassy/KOICA
Sonangol Block 17/Total
MFA Finland/UFF Finland
MFS Holanda/Humana Holland
Norwegian Embassy Luanda
ExxonMobil Foundation
The President's Malaria Initiative / USAID
UFF Norway
Ministry of Agriculture/The State
Secretariat for Rural Development
Planet Aid USA
Humana Estonia
UNICEF
Humana Spain
Statoil
Humana Baltics
USAID Development Grant Program
Tullow Oil

PAEP – EU/Ministry of Education Angola
Tulane University/CDC
Humana Italy
Global Fund
EU Angola
UNESCO
Humana Austria
Winrock
Pluspetrol
EduLink Project / OWU-ISET
USAID Development Grant – Basic
Education
Halliburton
Porto de Luanda
Algoa
Cimianto
Angoalissar
Nalco
Jembas
Weatherford
ESCOM



A woman from Kwanza Norte participating in literacy training

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