

ADPP

ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO - ANGOLA



ANNUAL REPORT 2015

ENGLISH

ADPP





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INTRODUCTION

Dear Friends, Colleagues and Partners,

On behalf of all the many people throughout Angola who work daily with ADPP and are part of the sprawling life at the projects, I welcome you to enjoy the results of our united efforts presented here in our annual report for 2015. Our contribution to development is characterized by: solidarity – humanism – passion for development – from people to people – shoulder to shoulder.

Despite the economic challenges which affected the country in 2015, ADPP continued to be active, especially at community level and in rural areas, in key areas of development: education, rural development, community health, agriculture and the environment.

ADPP is proud to partner with the Ministry of Education, the Ministry of Family and Promotion of Women, the Ministry of Health and the Ministry of Agriculture at all levels, and with the many provincial governments and municipal administrations where we carry out our work.

A big thank you to all community members, students, staff, partners and institutions who took part in making 2015 another year of committed development from people to people- and we look forward to continued cooperation.

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



PEOPLE IN THE PROJECTS

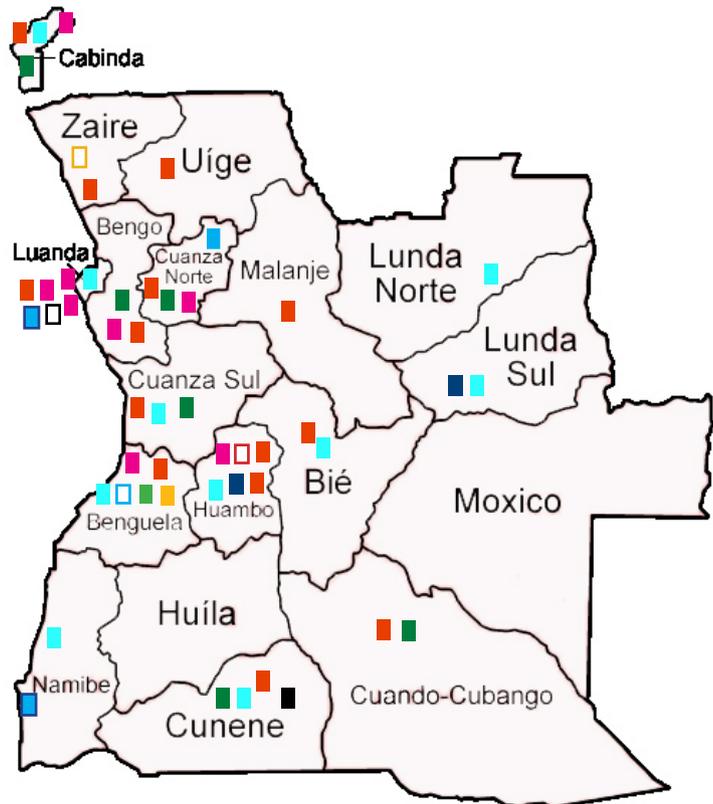
- 3123** Students in training as primary school teachers at the Schools for the Teachers of the Future (EPF)
- 7646** Students graduated from the EPF schools as per January 2015
- 955** Students to graduate from the EPF schools in January 2016
- 240** Primary school teachers in 3 provinces participated in “40 Pedagogical Sessions” in-service training
- 1540** Young people on the three year education at the Practical and Theoretical Schools (EPP)
- 585** Students graduated from the EPP schools as per January 2015
- 418** Students ready to graduate from the basic academic and technical training in January 2016
- 69** Project leaders in training at Frontline Institute
- 145** Community Health Agents and Field Officers working to improve community health in two provinces
- 1765** Community Health Passionates promoting community health
- 7641** Farmers organized in Farmers’ Clubs
- 6865** Literacy training participants



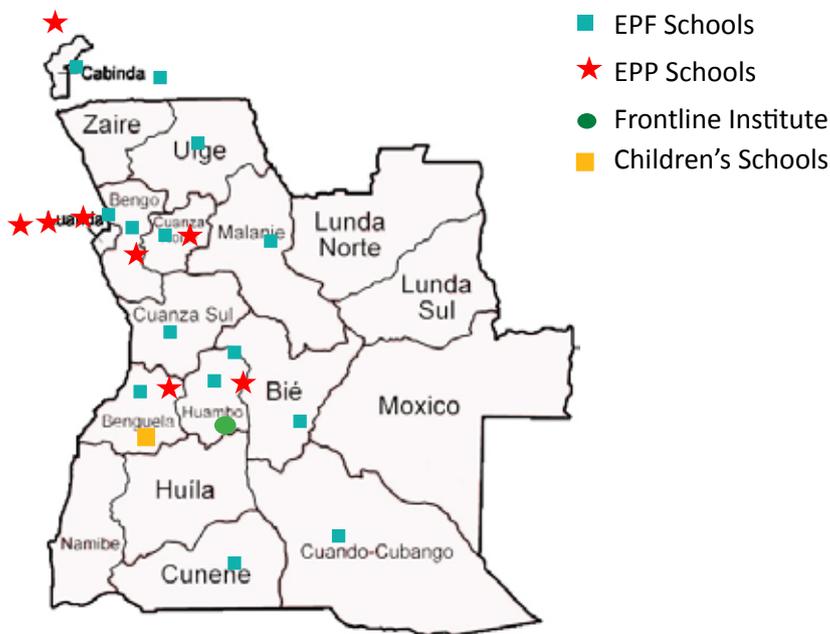


PROJECTS IN 2015

- Schools for the Teachers of the Future (EPF)
- Practical and Theoretical Schools (EPP)
- Children's schools
- Frontline Institute
- Adult Education
- Total Control of the Endemic diseases - (TCE)
- Farmers' Club
- Community Health Agents
- Fundraising
- HOPE
- Social Organisation of Families
- Community Water & Sanitation project
- Schools and Communities Road Safety project



EDUCATION



Quality inclusive and equitable education is essential for development. Improving enrolment rates is only part of the answer and the Ministry of Education and its partners is increasingly focussing on the quality of education on offer. In order to ensure effective outcomes, children and young people have to be supported from an early age and throughout their education, while girls, children with disabilities and children in vulnerable situations require special attention if they are to receive equal access to, and benefit from, learning opportunities. An essential element in this equation is a corps of dedicated modern teachers, capable of ensuring inclusion and achievement among the youngest pupils. The Schools for the Teachers of the Future graduate almost 1.000 of such teachers around the country every year to fulfil this role. ADPP also provides in-service training to primary school teachers with little or no pedagogical training via the “40 Pedagogical Sessions” courses.

The Practical and Theoretical Schools (EPP) prepare young people to be the players of the future, providing academic and technical education for young people who want to make a difference.

Frontline Institute is where project staff and volunteers receive training in project management. They gain business skills and a deeper understanding of human solidarity, which they take with them to their projects at the end of the course.



“I am a student of 9th class of this school. I have to say that this is a model school, because of its quality of teaching and learning environment. We learn a lot not only from the classes but also from sports, music, excursions, and outdoor activities”.

- Adriano Mita Joseph, student of 9th class, Practical and Theoretical School, EPP Benguela



RESULTS 2015

- 20th anniversary of the Schools for the Teachers of the Future
- 14 EPF schools in 13 provinces
- 3.123 students in training in three teams
- 7646 total graduates since 1995
- 955 graduates in Team 2013
- 41.6% female graduates
- 74.500 primary pupils taught by students from Teams 2013 and 2014
- 45.000 people in rural communities benefiting from Team 2013's micro projects

SCHOOLS FOR THE TEACHERS OF THE FUTURE (EPF)

The Schools for the Teachers of the Future train young people to become primary school teachers and community leaders, particularly for rural areas. Preparing students to be at the forefront of development and learning, the program is underpinned by three key points:

- The training is full of intellectual demands
- The training is full of food for the heart and soul
- The training is formative, influencing the kind of people who will leave the classrooms

The EPF programme is divided into 19 periods, each with its own particular title and highlights. The first year is the International Year of the Teacher, where students embark on a four month study travel: learning to travel and travelling to learn. In the second year, students focus on creating “Another Kind of School”, aim to make each primary school child active in their own learning. In the third and final year at EPF, students carry out a full year of teaching practice, perfecting all they have learned and transforming themselves into “Another Kind of Teacher”.

The 3rd year with teaching practice is the most difficult period but, at the same time, the period that forges the trainee, who has to use everything learned in the previous two years of training. The production of teaching material served me well, as I noticed the classroom walls were empty of teaching aids that help the pupils revise what they learn without even realizing it. I put the alphabet and some names of animals, cities and countries on the walls to help them by creating a learning environment

- Tozé Ginkuma Kiela, Team 2013 EPF
Kuando Kubango



	Subjects to be completed during the year	Hours
Year 1	The International Year of the Teacher Biology, Communication, Physics, Geography, History, Computer Studies, English/French, Introduction to Sociology, Basic Economics, The World in which We Live, Chemistry, Healthy Living until Old Age	2.095
Year 2	Another Kind of School Sociologic analysis of school management and administration, Angola – Our Country, Natural Science, Didactics of Natural Science, Culture, Sport, Culture and Music, Didactics of Physical Education, Didactics of Moral and Civic Education, Geography, Arts and Crafts, Philosophy of Education, School Management and Administration, History, Humanistic Solidarity, Portuguese and Didactics of Portuguese, General Maintenance and Cleaning, Mathematics and Didactics of Mathematics, Pedagogical Workshop, Pedagogy and Methodology, Food Production, Production and Management, Psychology, The Second Head of the Teacher.	2.249
Year 3	Another Kind of Teacher Distance learning, Micro Project, Teaching Practice.	2.316
	TOTAL	6.660

Team 2013 - Pioneers in the innovated EPF programme

ADPP-managed teacher training schools adapt and innovate to ensure students graduate with the qualities required to meet the challenges of an ever changing world, qualities such as broad knowledge, life experiences, creativity, flexibility, leadership, and perseverance.

In 2013, a number of important modifications were made to the EPF program in order to place it at the forefront of teacher training. The original 30-month program was extended to three years, with entry permitted from 9th grade as opposed to 10th. A demanding four-month study trip was introduced in 1st Year, "The International Year of the Teacher." 2nd Year students would spend more time gaining classroom experience at local schools and they would introduce extracurricular activities under the headline of "Another Kind of School." Final year students would demonstrate the meaning of the 3rd Year headline "Another Kind of Teacher."

The pioneering group of students, Team 2013, completed their education at the end of 2015. They faced challenges from the outset, preparing for and subsequently travelling through Southern Africa, gaining in knowledge and experiences, solving problems and building teamwork. This set them in good stead for their second year of studies, where they combined studies and courses with gaining classroom experience at local primary schools, plus learning to work with and for the community. They were thus well prepared for their final year of long term teaching practice, when 984 students from all 14 EPF schools were responsible for 44.270 pupils at 250 primary schools, and almost 40.000 people benefited from the micro projects they implemented.



Improving education in rural areas of Lunda Sul

This EU-financed project to improve the level of education in rural areas of Lunda Sul runs over three years and comprises three main elements:

- Establishment of a School for Teachers of the Future (EPF) in Dala, to train well qualified primary teachers, especially for rural areas.
- Pedagogical training for 400 in-service primary teachers.
- Literacy training for 1.120 adults and young people in rural areas.

Initiated at the beginning of 2015, the project aims to raise the general level of education in the province. The School for the Teachers of the Future will provide a steady flow of highly competent young people, who will make a difference in primary schools and communities throughout the province. The first team of 23 students was enrolled in 2015, albeit studying at neighboring EPFs until the Lunda Sul school is ready.

In-service teacher training, using the 40 Pedagogical Sessions program, will raise the pedagogical level of hundreds of teachers with little or no pedagogical training and will ensure a better start on the educational ladder for thousands of children. In 2015, the first 104 in-service teachers embarked on the course and had completed 25 sessions by the end of the year. The second set of participants will start the 40 Pedagogical Sessions in 2016.

Literacy among rural populations is the third of the main elements of the project. Such was the demand that 1.193 participants enrolled in the first year. By the end of 2015, 563 participants were studying Module II (equivalent to 4th grade level) and 630 Module I (corresponding to 2nd grade). Training will continue in 2016 and 2017, and literacy projects will be reinforced by the presence of EPF final year students on long term teaching practice.

The project enjoys the support of provincial, municipal and local authorities, all of which appreciate the important benefits improved levels of education will bring to the community. Religious and traditional authorities are equally supportive.

“In my opinion, EPF and ADPP have played and continue to play an important role in training teachers especially teachers prepared to work in rural areas in Angola, contributing with their knowledge to the socioeconomic development of these locations”.

- Peter Varangas, graduate of the first EPF team, EPF Huambo 1995

“Though it is a challenging time, I see the fruits of this hard work as I will be well equipped as a future teacher and will contribute to the country in an effective way”.

- Nicholas Sadolfo, student EPF Luanda



“As a long term plan for my future, I intend to continue my education in order to contribute to the development of our country. As a woman, I intend to be part of the group of well qualified professional women in particular here in my city Ondjiva, where there is a lack of qualified women to play a significant role in the re-building of the country”.

- Ana Sassi, graduated from EPF Cunene in 2015





40 Pedagogical Sessions

40 Pedagogical Sessions are just that: 40 sessions covering a wide range of pedagogical topics from “The qualities of a teacher” and “What is a child” to “Classroom preparation” and “How to address problems in the classroom.”

Participants learn to deal with the most basic of problems, such as children who cannot even write their own name or who know no Portuguese, while gaining a better understanding of, and even pride in, their job. Themes are treated and discussed at weekly sessions, and the teachers use their new found knowledge and skills in their own classes during the week.

EPF Kwanza Sul organized 40 Pedagogical Sessions for 60 in-service teachers from Mussende, Ebo and Cassengue, helping them gain a greater appreciation of their role as teachers and providing them with the methodological and practical tools to improve their teaching. 40 Pedagogical Sessions were also undertaken in Dala municipality, Lunda Sul, as part of the Improving Education in Rural Areas project.

104 in-service primary teachers had completed 25 of the sessions by the end of 2015. Meanwhile, in Kuando Kubango, 72 primary school teachers successfully completed the 40 Pedagogical Sessions and were awarded their certificates by the Provincial Director of Education.



SPOTLIGHT: EPF KUANDO KUBANGO

EPF Kuando Kubango saw the first team of 40 trainee teachers complete their education in 2015, graduating before more than 700 guests in January 2016. With start-up support from the Finnish Ministry of Foreign Affairs and UFF Finland, and funding for construction from the Provincial Government, the school is providing a much needed boost to development in the province.

An annual intake of 90 students means hundreds of local primary pupils and thousands of pupils in rural communities are benefiting from the presence at their schools of trainees from EPF 2nd and 3rd Year respectively. The 3rd Year students are reaching whole communities, with health, hygiene, adult education, entrepreneurship, nutrition, sport, construction and tree planting projects. In some communities, as in the case of Chihongo, the presence of EPF trainee teachers allows the authorities to increase access to quality education for children of primary school age. Meanwhile, 2nd Year students spend three days a week at local primary schools, gaining classroom experience and extending their ideas and pedagogical influence by undertaking extracurricular activities with their pupils.

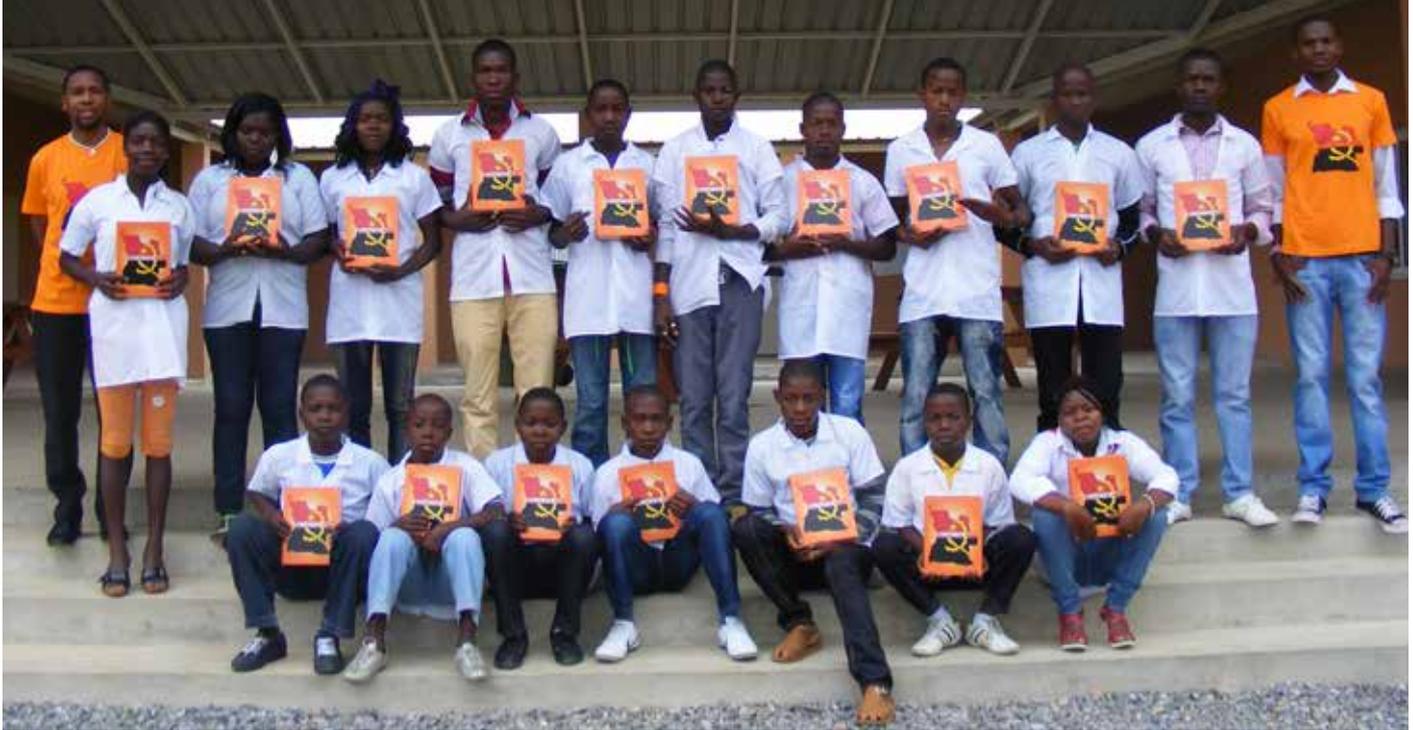
On graduation, these young people will take their training and experiences back to primary schools throughout the country, and they will continue to make a difference for generations to come.

EPF Kuando Kubango has made a number of significant achievements in the three short years of its existence.

- The school is well on the way to securing gender balance among the student body through the active encouragement of female enrolment.
- 72 in-service primary teachers successful concluded a course of 40 Pedagogical Sessions in 2015, and many more will be following in their footsteps. Such was the demand for the initial course that the planned intake of 50 had to be increased to 75.
- Local communities are benefiting from the close relationship between the school and its neighbors, with health and sanitation campaigns being carried out at regular intervals.
- Cultural and sporting events bring local people to the school. 18 café and cultural evenings were held in 2015, with local leaders among the guest speakers. Highly relevant issues were addressed, ranging from young people and alcoholism to global warming.
- EPF Kuando Kubango's tree nursery is much in demand. By the end of 2015, there were 3.000 saplings being raised for distribution and planting.

All in all, EPF Kuando Kubango is having a major impact in the province: assisting the reconstruction of the educational infrastructure, acting as a cultural center, and demonstrating in simple and practical ways how to improve basic health and sanitation.





PRACTICAL AND THEORETICAL SCHOOLS (EPP)

EPP students in 7th, 8th and 9th Grade attend modern practical and theoretical training at eight schools in six provinces. 418 students completed their studies at the end of 2015, ready to graduate in early 2016 graduated with technical qualifications in much needed trades and professions, together with highly developed personal qualities that equip them for the future. Since the start of EPP in 2011, five schools have graduated three teams and two schools have graduated two teams, while EPP Ramiro's first team completed their studies at the end of 2015.

RESULTS 2015

- 8 schools in 6 provinces: Cabinda, Kwanza Norte, Bengo, Luanda, Benguela, Huambo
- 1.540 students in training in 7th, 8th and 9th Grade
- 418 students completed their studies in 2015 ready to graduate in January 2016
- 1.003 total graduates as per January 2016

"I learned to carry out activities in the community; to conduct research in hospitals and in the media; and carry out practical activities programmed by the EPP. All activities mentioned above, helped me to become more committed and accountable".

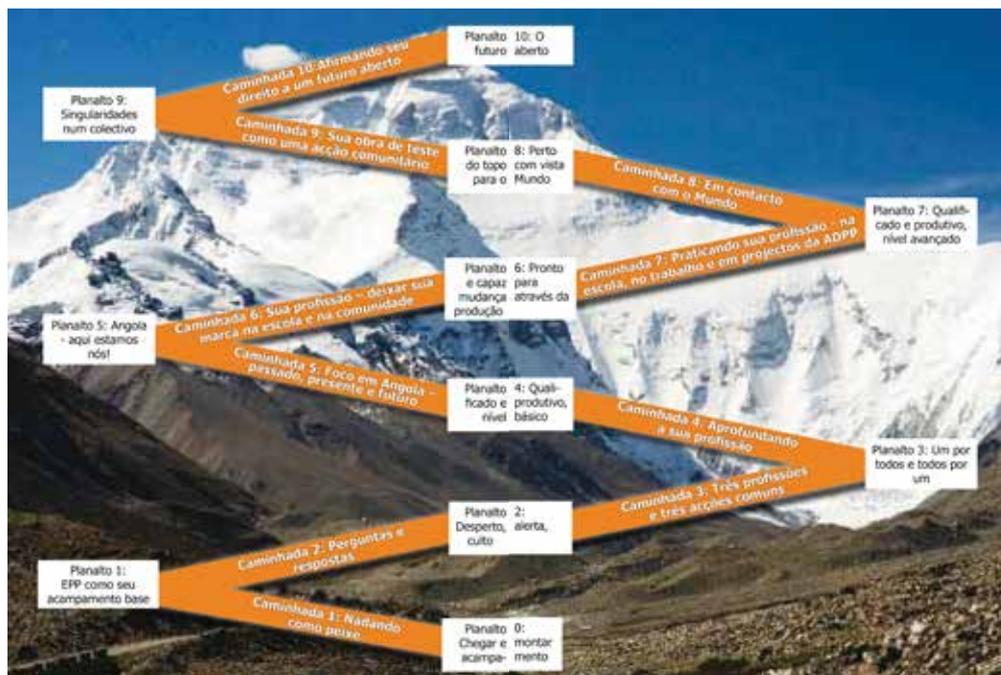
- Francisca Christopher, 7th grade at EPP Luanda



THE EPP PROGRAMME

EPP is a modern type of education designed to meet the new and changing demands of a rapidly evolving country. Young people seeking basic academic as well as technical qualifications can choose EPP schools to gain their lower secondary education plus a solid grounding in one of the professions on offer:

- Water Assistant
- Energy Assistant
- Food Producer
- Environment Promoter
- Modern Cook
- Community Health Agent
- Information and Media Assistant
- Pre-School Assistant



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

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

The students learn about issues related to the professions taught, they try their hand at growing vegetables in the school garden, they engage in many kinds of sports, and they carry out health campaigns and other actions in the local community.



SPOTLIGHT: SUPPORTING PROFESSIONS IN THE 9TH GRADE

The Africa Innovation Fund is supporting 9th Grade at the EPP schools to ensure quality training and practical school-to-work preparation of the students. Improvements in material, equipment and installations at the schools and a more extensive network of local contacts and partnerships are being realized.

Better equipped workshops and work experience places are essential if the students are to become proficient at their trades before leaving school.

Over the two years of the project, 1.000 third year students will benefit directly from AIF's support, and all EPP students will ultimately benefit from the improvements at the schools.

Local communities around each school will also gain through the 9th grade community activities, where students produce and demonstrate for example systems of irrigation and water purification, improved agricultural production, recycling and tree planting, renewable energy and energy saving methods, nutritious food preparation, prevention and treatment of common diseases and pre-school educational games.

Whether the EPP students start working directly on graduation or continue their studies, the long term effect will be a more capable and productive workforce, and an increasing number of young people who are willing and able to contribute to the development of their communities.



FRONTLINE INSTITUTE

Frontline Institute trains motivated ADPP staff and volunteers to improve their skills and vision in order to become efficient and capable leaders and mobilizers of others. The training furnishes participants with the skills, knowledge and passion required to become project leaders, building their overall capacity as they rise to the challenge of being at the forefront of development. Six months at Frontline Institute and five months work practice at one of a range of ADPP projects are followed by a month of preparation for and examination in all that the participants have learned.

RESULTS 2015

- Team 11 graduated with 27 participants; 7 continued at Frontline Institute Zimbabwe.
- Team 12 concluded training in August 2015; 21 participants graduated. 8 participants continued at Frontline Institute Zimbabwe.
- Team 13 commenced training in August 2015, with 21 participants.
- Frontline Institute inaugurated two new dormitory blocks.
- 335 total graduates since 2009



“We met new cultures and saw the wonders of Angola, like the welwitchia plant and rock drawings made thousands of years ago. With the experience, I gained confidence in my work. Today I’m the Project Leader for ADPP Clothing in Bié Province and I am very happy and proud of this work”.

- Isabel Emília, graduate Frontline Institute Angola

COMMUNITY HEALTH



- Community Health Agents
- ★ TCE - Total control of the endemic diseases
- HOPE
- Water & Sanitation

ADPP community health projects in Cunene, Zaire and Benguela each have a specific focus, but all help improve the general health of the communities they serve. Like education, health is a pillar without which people will never reach their potential. In ADPP's project, health agents and volunteers inform, register, test and support rural populations while providing links between the communities and local health service providers.

In addition to the projects Community Health Agents, TCE, Water and Sanitation and HOPE, ADPP Angola contributes on many fronts to improving health care and awareness, especially in rural areas. Hygiene and sanitation campaigns undertaken by EPP and EPF students, training of community health assistants at EPP schools, the distribution of malaria nets, nutrition education and HIV/AIDS actions are just some of the many approaches that form part of ADPP education projects.



“I’ve seen a big change in our communities because pregnant women are looking for health posts for pre-natal consultations. Nowadays, I have not been noticing so many women giving birth at home. I can say that the Community Health Agents work has helped a lot in changing behavior of our community members here”.

- Magdalene Kanagawa, secretary of traditional leader (Soba) at Anamaco community



COMMUNITY HEALTH AGENTS CUNENE

Community Health Agents have been working in Cunene since 2010, reaching thousands of people with health and hygiene messages and providing a link with health services. In 2015, the project comprised 107 Community Health Agents and 1.765 community health supporters working in Ombadja. The thrust of the campaign was directed at pregnant women and children, with disease prevention, sanitation and nutrition continuing to form part of the program. Funding from Johnson and Johnson contributed to achieving the project's goals.

Community Health Agents receive fortnightly training and are responsible for 100 families each, often in remote areas and of difficult access. They are well supported through biweekly continuous training and supervision visits. Collaboration with the public health service is essential and the Community Health Agents are making a significant contribution to the health and wellbeing of rural communities, linking them with health service providers and building their capacity to take care of their family health.



RESULTS 2015

- 10.700 families registered and active in the program
- 34.464 family visits conducted
- 14.128 women informed about child development
- 4.014 pregnant women received lessons on antenatal health
- 1.030 pregnant women mobilized to attend antenatal clinics
- 23.901 children registered and supported
- 10.000 people provided with homebased voluntary HIV counselling and testing
- 23.901 people adhering to key HIV messages
- 467.662 condoms distributed
- 6.731 families counselled about family planning
- 15.423 lessons in the community

“I have gained a lot of experiences throughout my daily work as a Community Health Agent and from the training the project has given”.

- Beatriz Ndalatelao, Community Health Agent,
Cunene





TCE - TOTAL CONTROL OF THE ENDEMIC, MALARIA, HIV AND TB

Community Control of Malaria in the project TCE Zaire is a model of how communities take responsibility for the prevention and treatment of major diseases. TCE aims to give people the knowledge and tools to take control of malaria, HIV/AIDS and TB. Reliable information about the causes, spread, prevention and treatment of these diseases is essential in order to influence changes in attitude and behaviour among the population. Thereafter follow up and support for behaviour change is crucial in helping individuals and by extension communities gain control of the diseases.

Constant, comprehensive and substantial input is required to achieve sustainability. 2015 saw TCE Zaire consolidate the initial achievements of this malaria project, targeting schools, families and individuals. Training of teachers, lessons in schools, community actions by schools-based Malaria Control Patrols, and strengthening of Malaria Control Committees to oversee the activities geared towards ensuring the long term sustainability of the project.

RESULTS 2015

- 74.641 beneficiaries
- 188 School Malaria Control Patrols
- 3.552 school lessons on malaria
- 32.987 personal risk reduction plans
- 26.464 people key message compliant
- 1.650 community activists recruited
- 12.289 malaria tests
- 2.755 HIV tests
- 236 vector campaigns
- 36.480 pamphlets distributed
- 45.811 condoms distributed
- 100.639 individual house visits
- 990 pregnant women mobilized for IPT
- 17 village malaria committees



TOTAL CONTROLO DA MALÁRIA		%	OK
Controlo individual da MALÁRIA			
1	Você sabe tudo sobre a doença O que sabe acerca da MALÁRIA? Sabe como pode apanhar a doença? Conhece os sintomas da MALÁRIA? Sabe alguma coisa sobre MALÁRIA cerebral?	10	
2	Você sabe como pode fazer a prevenção da MALÁRIA Sabe como evitar a MALÁRIA dominado com Mosquiteiro. Usando calças e mangas compridas ou usando repelente para mosquitos. Você usa profilaxia para MALÁRIA, quando está altamente exposto à MALÁRIA.	10	
3	Tem um plano pessoal para estar no controlo da MALÁRIA Você partilhou o seu plano com outros e sabe o que fazer e como continuar a seguir esse plano.	10	
4	Você dorme debaixo de um mosquiteiro Tem um mosquiteiro e usa-o! Todas as crianças com menos de 5 anos de idade, do seu agregado familiar, dormem sob um mosquiteiro As crianças são muito vulneráveis à MALÁRIA e precisam de protecção. As crianças com menos de 5 anos de idade, do seu agregado familiar, dormem sob um mosquiteiro. Todas as mulheres grávidas dormem sob mosquiteiro e fazem a profilaxia da MALÁRIA Você, futura mãe, e o seu bebé que vai nascer são ambos vulneráveis à MALÁRIA, porque o seu sistema imunitário está mais fraco quando está grávida e o parasita da MALÁRIA pode penetrar a placenta e afectar a criança que se está a desenvolver no seu ventre.	40	
5	Você actua, quando tem sintomas Vai ao hospital ou posto médico para fazer teste e tratamento da MALÁRIA. Você leva ao hospital outros membros da família e crianças para fazer teste e tratamento. Você actua em relação a sintomas de MALÁRIA cerebral?	10	
6	Você procura tratamento para a MALÁRIA e acaba o tratamento No caso de apanhar MALÁRIA, começa a tratar-se imediatamente e acaba o tratamento.	10	
7	Você é um Apaitonado TCE activo ou um membro activo da Patrulha de Controlo da MALÁRIA Ensinas outras pessoas/ famílias a ter o controlo da MALÁRIA. Você faz a promoção dos mosquiteiros para prevenir a MALÁRIA. Advoga a causa do cuidado com as crianças (mosquiteiros e leites). Você encoraja as pessoas a irem ao posto médico para testes e tratamento. Você não avalia casos de doença não identificada. Organiza acções e campanhas.	10	
TOTAL		100	

TOTAL CONTROLO DA MALÁRIA		%	OK
Controlo da MALÁRIA pelo agregado familiar			
1	A sua família sabe tudo Vocês sabem tudo sobre o ciclo da vida do Mosquito e do parasita da MALÁRIA e conversam em família acerca desta doença.	10	
2	A sua família sabe como preveni-la A sua Família sabe como prevenir a reprodução do Mosquito à volta da casa, deixando a habitação livre de lixo, cobrindo as fossas, vendo-se livre de águas estagnadas e cortando o capim.	10	
3	A sua família tem um plano para parar a MALÁRIA A sua família concordou e planeou uma forma de travar a MALÁRIA na família e na vizinhança da sua habitação familiar.	10	
4	A sua família dorme debaixo de mosquiteiros Toda a sua família dorme debaixo de mosquiteiros.	30	
5	O seu agregado familiar empreende acções para evitar a reprodução de mosquitos Vocês actuaram como uma Família e o vosso agregado familiar está no controlo: o capim está cortado, não há lixo, a fossa está coberta, não há água estagnada. Controlo extra da MALÁRIA pelo agregado familiar A vossa casa está salvaguardada por: 1. Plantas repelentes de Mosquito, 2. Rede mosquiteira nas portas e janelas. 3. A casa está pulverizada com insecticida.	40	
TOTAL CONTROLO DA EPIDEMIA— MALÁRIA		100	
Controlo da MALÁRIA pela Aldeia ou Bairro			
1	A sua família faz parte do plano do Bairro para parar a MALÁRIA. A sua família tomou parte de uma reunião de bairro/aldeia para parar a MALÁRIA e o bairro /a aldeia tem um plano de acção.	30	
2	Seu bairro/sua aldeia está no controlo da MALÁRIA: A sua família, juntamente com a comunidade, empreendeu acções para remover o lixo, o capim e as águas estagnadas das áreas comuns. Foram plantadas plantas e árvores repelentes de mosquito nas áreas comuns. Também foi dada assistência a agregados familiares com orfãos e pessoas doentes ou idosas.	70	
TOTAL CONTROLO DA ENDEMIA— MALÁRIA		100	



HOPE

HOPE Benguela is a long standing project working to halt the spread of HIV/AIDS and support those infected. Voluntary testing and counselling and awareness campaigns are key elements. The project runs the Hope Center in Benguela and a mobile testing truck to reach further afield.

The project works with volunteers, who are passionate about their work, communicating key messages at workplaces, in schools, in churches and at specially organised actions and events. HOPE Benguela continued to collaborate with two other NGOs, in a Consortium to manage and coordinate activities related to malaria, HIV and TB.

RESULTS 2015

- 1.826 people counselled and tested
- 916 people active at workplaces
- 93.788 people reached with information
- 6.271 pamphlets distributed
- 65 Hope clubs active at schools
- 2.671 visitors at Hope Centre
- 173.425 condoms distributed
- 1.383 households visited
- 15 mobile testing sessions





WATER & SANITATION BENGUELA

Though the Water & Sanitation project ADPP Angola is promoting sustainable, community-led development, with education as one of the pillars, in order to reach 120.000 people and leave a solid basis for long-term improvement.

The project aims to provide the community with the knowledge, tools and environment to improve basic water, hygiene and sanitation, and reduce waterborne disease and infection.

RESULTS 2015

- 100 primary schools active in the project
- 4 municipalities: Chongoroi, Cubal, Ganda & Benguela
- 364 in-service teachers trained
- 1.034 weekly lessons given
- 100 water and sanitation clubs
- 242 drink clean water campaigns
- 100 PTAs active in improving sanitation
- 26 improved toilet facilities at schools
- 100 schools with hand washing facilities
- 8 schools with improved water points
- 187 community members trained as Rural Dynamos
- 163 EPP Water Assistant students trained
- 100 communities around schools trained in CLTS
- 100 communities trained in clean water including purification
- 403 sanitation campaigns
- 4.149 household latrines built
- 4.577 families mobilized for hand washing
- 7 community water points improved
- 378 pre-service teachers trained
- 262 trainee teachers giving water and sanitation lessons
- 105 trainees on year-long teaching practice carrying out water and sanitation micro projects
- 54 EPF graduates giving water and sanitation lessons
- 1 Rural WASH Technology Center established

By concentrating on schools, especially primary schools, the project aims to reach a wide sector of the community. Parents and family members are involved in improving facilities at the schools and are encouraged to mirror these improvements at home, and the project works directly in the communities surrounding the primary schools.

In-service teachers and trainee teachers are learning to give water, hygiene and sanitation lessons at schools. The in-service teachers in the project area will continue to educate primary pupils, while the trainee teachers will implement water and sanitation micro projects in the rural communities where they spend their final year in teaching practice. Once graduated, they will also continue to teach pupils about hygiene and sanitation.



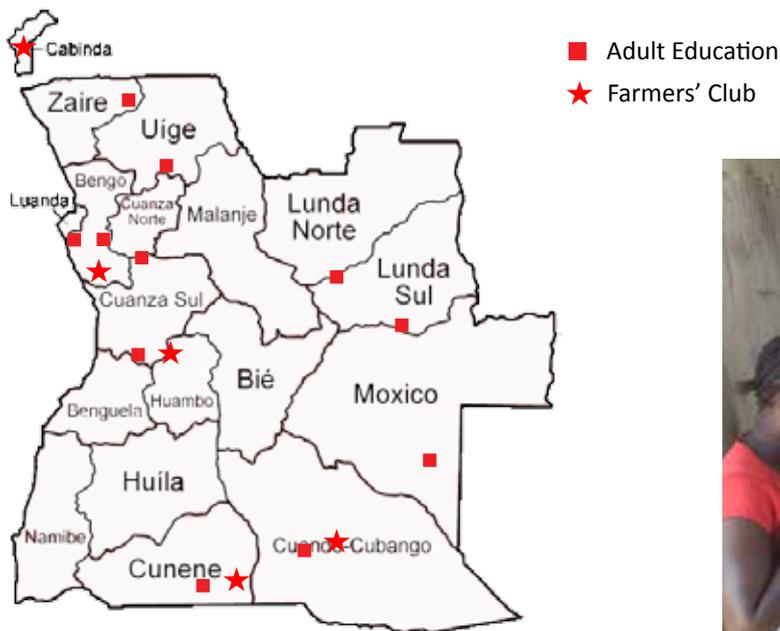
Young people at EPP Benguela are trained in water, hygiene and sanitation and the development of WASH centres. A rural WASH technology center is an important element of the project, promoting low cost, low tech water and sanitation models for use in the local community.

The goals:

- Increased access to improved water and sanitation facilities with the construction and/or improvement of latrines and hand washing facilities at 100 primary schools
- Increased access to clean water by renovation of existing facilities or by organizing PTAs to find alternative solutions
- Mobilization of 100 families around each school to construct latrines and hand washing facilities at their homes
- Increased use of these improved facilities through education and awareness exercises



AGRICULTURE AND RURAL DEVELOPMENT



Social and economic development go hand in hand in ADPP's rural development projects, and being able to read and write is an important element. Literacy empowers and is the basis of informed decision making, while income generation is essential if current and future generations are to escape poverty. Farmers' Club projects combine the two, providing thousands of often women farmers with the tools and knowledge to create and market surplus production, earning money to improve their lives and secure the education of their children.

Literacy is a component of two new projects initiated in 2015, in Women Entrepreneurs in Caxito and Social Organisation of Families in Cabo Ledo and Buraco.



“The training sessions and other program points have opened up new views on our farming activities, and now we wish to be more united, to produce more and to sell our produce better, in order to improve our lives. We would like to create an association in the near future, and one day become a cooperative”.

- João Augusto Luemba, Farmers' Club Cabinda



FARMERS' CLUB

Farmers' Club projects have been established to organise and train subsistence farmers and help increase food security, household incomes, health and general well-being for the participants. The projects' success is based on a club structure, whereby clubs of fifty farmers each are formed and receive help and training, provided by a project leader for each 5 clubs.

The Farmers' Clubs in Cabinda, Bengo, Cunene, Kwanza Sul and Kwanza Norte are helping thousands of small-scale and often female farmers improve production and income. Technological help in the form of irrigation systems, instruction in environmentally sustainable practices and crop diversification are among the elements that are transforming lives. At the same time, a well-structured club format ensures support and encouragement, the sharing of experiences, equipment and labor, as well as cooperation in all commercial aspects. Project extensions are proving decisive for the sustainability of the clubs on completion of the planned program, and for the integration of disabled farmers. Working together, and with assistance from project staff, the club members dig wells and construct and install rope pumps. Tree planting is another task made lighter with many hands, the trees providing fodder, fruit, soil stabilisation, protection and wood for construction and burning. Problems and solutions are shared thanks to the club organisation and the close cooperation established among the club members.



“I now have great potential for the development of my business. I can now sell my produce at many markets, at the Kuvata cooperative, at the supermarket and in the town square. I sell around 300 kg of produce a week.”

- Geraldo Nherique Sumbo, Farmers' Club Cabinda

The expected results of the Farmers' Club programme are:

- Each farmer is organized together with his or her fellow farmers
- The farmers take care of and improve their land using environmentally friendly methods
- The farmers improve their access to water for irrigation
- The farmers provide their families with sufficient and nutritious food
- The farmers improve the health and well-being of their families
- The farmers increase their production and market their surplus
- The farmers increase their wealth





“I take part in training sessions and seminars and am a member of the sales committee along with my colleagues. What made me really happy was the pair of goats we received so we could begin breeding. When production starts, I will give goats to others so we can all benefit. I think goat rearing will help me pay the school fees for my children, and meet some of my other needs”.

- Teresa Mambo Buangi, FC Cabinda

RESULTS 2015

- 6.700 Farmers: 1.170 in Cabinda, 1.530 Cunene, 750 Bengo, 1.000 Kuando Kubango, 1.500 Kwanza Sul and 750 Kwanza Norte
- 130 clubs: Cabinda 20, Kwanza Sul 30, Kwanza Norte 15, Cunene 30, Bengo 15 and Kuando Kubango 20.
- 2.594 farmers in literacy training in Kwanza Sul, Kwanza Norte, Kuando Kubango and Cunene
- 7.000 field visits to individual farmers
- 100s of model fields and 130 vegetable gardens among all clubs
- 1.343 wood saving stoves in use in Cabinda, Kwanza Sul and Kwanza Norte
- 629 waste pits dug in Kuando Kubango
- 20 Village Water Technicians trained in Cunene
- 12 nurseries established in Cabinda and 4,210 seedlings grown
- 5.000 trees distributed for planting Cabinda
- 20 small warehouses built for storage Cabinda
- 1 warehouse built in Kwanza Sul for repair and production of rope pumps
- 22 handovers of goats, pigs or ducks in the Cabinda pass-on loan system
- 80 pigs, 54 goats and 16 chickens in the Kwanza Sul pass-on loan system

“We have already undertaken a variety of activities, such as creating model fields and vegetable plots, making rope pumps and firewood saving stoves, planting trees and so on. I take part in training sessions and seminars and am a member of the sales committee along with my colleagues. What made me really happy was the pair of goats we received so we could begin breeding. When production starts, I will give goats to others so we can all benefit”.

- Teresa Mambo Buangi, Farmers’ Club Cabinda





ADULT LITERACY CAMPAIGN

The overall objective of ADPP's literacy campaign is to contribute to combatting hunger and poverty, contribute to the active participation of community members in integrated rural development. For this reason, ADPP seeks to integrate literacy training in as many projects as possible. In 2015, a range of partners made it possible to provide literacy training integrated into Farmers' Clubs in Kuando Kubango, Cunene, Kwanza Norte and Kwanza Sul and in entrepreneurship and community development projects. In addition, ADPP provided literacy training to complement external FAO-financed agricultural projects. In total, 5.522 people were participating in literacy training in 2015.



RESULTS 2015

- 77 employees
- 16 commercial agents
- 1.702 customers
- 3.500 tons of clothes sold
- 309 tons of shoes sold
- Approx. 2.5 million people buying second hand clothes

FUNDRAISING

ADPP Fundraising generates contributions for development projects through a network of commercial agents who sell second hand clothes and shoes. It also provides jobs and income, and a source of quality clothing at affordable prices. When emergencies occur, as in the flooding in Benguela, ADPP Fundraising donates clothes to those affected. 2015 saw a restructuring and revitalization of operations in response to changing circumstances in the country. As a result, the agents and the project did very well, meeting targets and maintaining or expanding the customer base.

“In the beginning, I bought small bales from the commercial agent. Encouraged to try buying big bales, I agreed and bought a 400 kilogram bale. Then I bought another. And now things are going so well that I can buy three or four at a time. I have already renovated my house, which was quite small, and I manage to pay the school fees for my children as well as maintain my family”.

- Maria José Sabino, client of ADPP in Waco Kungo for four years.



ABOUT ADPP ANGOLA

ADPP Angola- Ajuda de Desenvolvimento de Povo para Povo Angola- had 50 development projects operational in 14 provinces in Angola in 2015. ADPP is an Angolan NGO (non-governmental association) officially registered with the Ministry of Justice. Since 1986, ADPP has been working in the following key areas of development: Education, Health, Rural Development, Agriculture and Environment. Issues such as gender equality, human rights, the environment and major endemic diseases are integral elements in all projects. ADPP is headed by a Board of Directors, elected by the general assembly. Each of the projects managed by ADPP has a Project Council with a Project Leader. In 2015, more than 1.000 people were employed by ADPP.

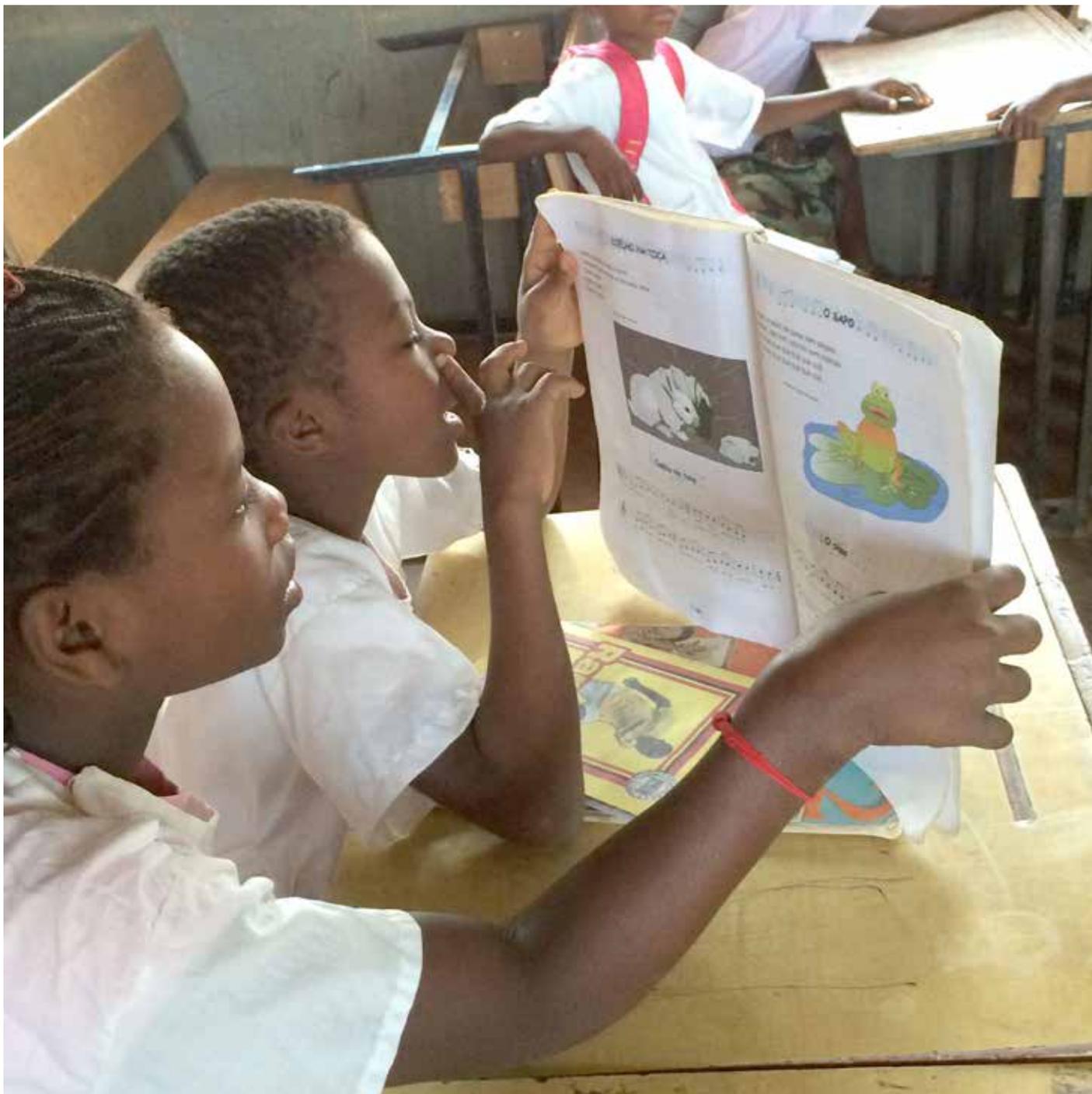
Each of ADPP's projects contributes to the fulfilment of the three overall objectives in its mission statement:

- 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.

HUMAN RESOURCE DEVELOPMENT

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

- Regular short courses for key staff at ADPP Courses and Conferences Centre in Ramiro, Luanda
- Basic Management Training at Frontline Institute Huambo
- Advanced Management Training at Frontline Institute Zimbabwe
- OWU/ISSET (One World University- Instituto Superior de Educação e Tecnologia) Mozambique.





ADPP 30 YEARS

In 2016, ADPP will celebrate 30 years of creating development throughout the country. Selected highlights include:

- 1986 — Rural Technical School in Caxito and ADPP Fundraising via the sale of second hand clothes initiated.
- 1987 — 200 workers and extra voluntary labour continue building Caxito School, still in operation today.
- 1988 — Caxito School inaugurated, Agricultural Center established and used clothing distributed in Kuito Kuanavale.
- 1989 — ADPP Catering starts, serving 10.000 meals per day by the mid 90s. Start of Health Brigades in Caxito, with the Ministry of Health, building latrines, wells and promoting basic sanitation.
- 1990 — Ambriz school and hospital renovated, plus support for farmers, and ADPP boat construction. Huambo clothes sale starts.
- 1991 — First Children's Schools. School for Street Children, Cazenga and Street Children's School Huambo, still in operation as ADPP Practical and Theoretical schools. Eucalyptus planted in Huambo, bananas in Caxito and 1 million trees in Bengo. Clothes Factory in Luanda.
- 1992 — Renovation of two public schools in Luanda. Relocation of students and teachers from Caxito to Cazenga due to the war. ADPP projects in Huambo continue in difficult circumstances. ADPP registered with the Ministry of Justice.
- 1993 — ADPP projects in Benguela: School in Vale de Cavaco, "Child Aid" community development and clothes sale. Emergency clothing packages sent to families throughout the country. Environment project in Tômbwa, Namibe.
- 1994 — Projects in Cabinda: vocational school in Cacongo, plus Child Aid project. Distribution of clothing in Kuito.
- 1995 — First ADPP/MED School for the Teachers of the Future in Huambo. Vocational schools in Cabinda, Caxito and Benguela. Economical houses in Viana, Luanda, built. Clothes donations and sheltering of war refugees at ADPP Schools.
- 1996 — Teacher Training Schools plan agreed with MED. EPF Caxito starts.
- 1997 — HOPE Benguela, community control of HIV/AIDS, initiated. EPF Benguela starts.
- 1998 — EPF Cabinda starts. First EPF Graduation in Huambo. Evacuation of EPF Huambo students to Caxito.
- 1999 — Pedagogical Workshops launched in Cabinda & Bengo. Humanitarian assistance for displaced persons in Huambo, with construction of houses, school and clinic. Ambriz post-conflict community building project starts.



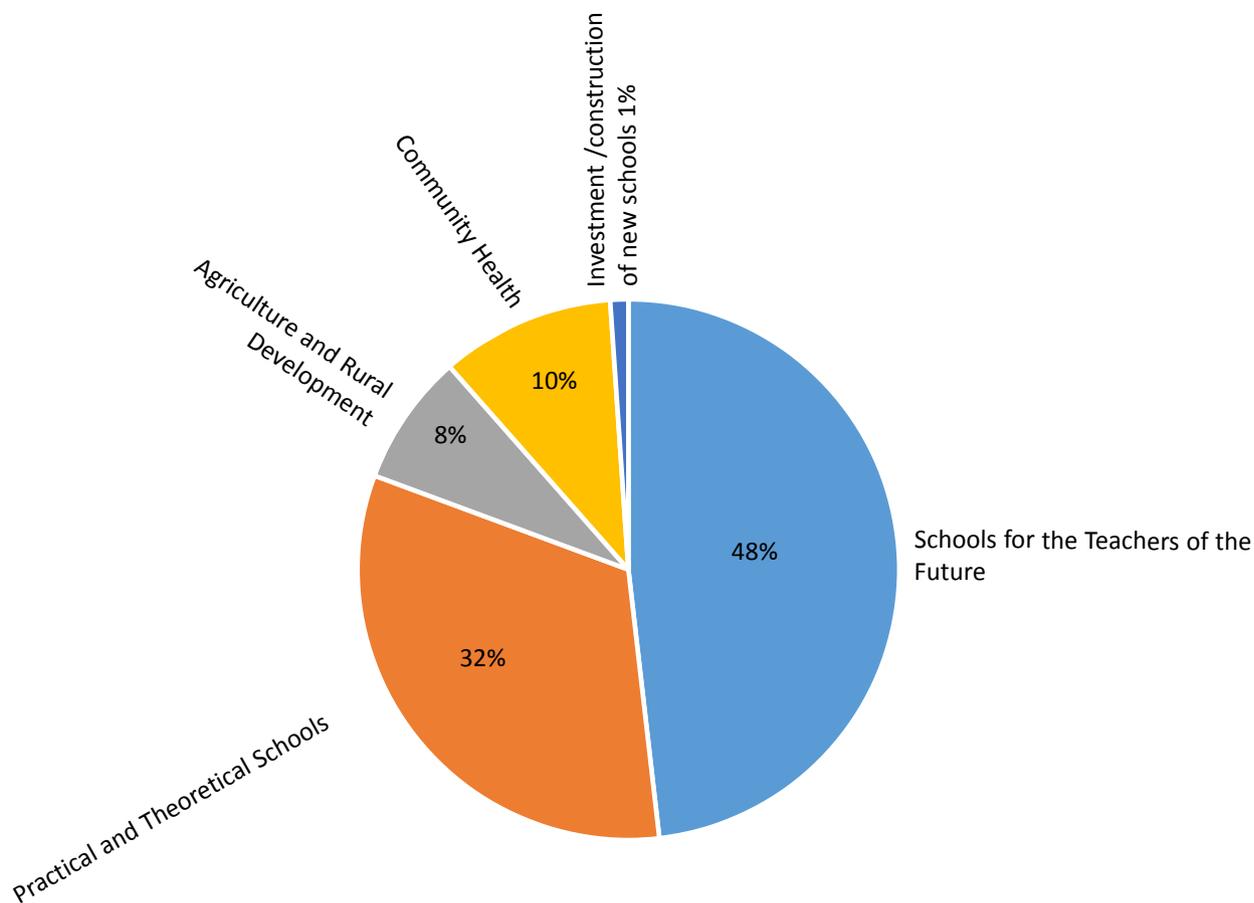
- 2000 — EPF Luanda starts. Chongoroi post-conflict community building project starts. HOPE Cabinda starts.
- 2001 — EPF Zaire starts. 63 Caxito students and teachers kidnapped but later released. EPF Benguela attacked.
- 2002 — Celebration of peace. Participation in project Education for Life and Peace. Distribution of clothes to demobilized forces throughout the country. Milestone: more than 1000 EPF graduates accumulated.
- 2003 — Year of consolidation of educational, social and health projects.
- 2004 — Continued consolidation of projects. ADPP Catering concludes operations.
- 2005 — ADPP Courses and Conference Center in Ramiro, Luanda. Milestone: more than 2000 EPF graduates accumulated.
- 2006 — EPF Bié starts. Total Control of the Epidemic (HIV) community project in Bengo and Cunene. 40 Pedagogical Sessions plus HIV schools program launched.
- 2007 — EPF Uige and EPF Malange start. EPFs Huambo, Benguela and Bié capacity increased from 60 to 90 students per year. Forests for the Future Cabinda. Water and Sanitation project in 350 schools. Latrine building Cazenga.
- 2008 — EPF Cunene starts. Rural development campaign with MINFAM initiated in Bié. Trees for Life Zaire. Schools-based community malaria project begins in Zaire.
- 2009 — EPF Kwanza Sul first team starts. Farmers' Clubs launched. Frontline Institute, Huambo starts. Women's Empowerment at all schools. Nutrition Project, Food for Education, in 10 provinces.
- 2010 — EPF Kwanza Norte starts. Rural development in 5 provinces, including Adult Education. Benguela malaria program. Cunene Community Health Agents and Farmers' Clubs. Education for a productive future at 9 ADPP schools.
- 2011 — 5 EPPs in Cabinda, Huambo, Benguela, Bengo and Luanda start. Nutrition project, Food for Education, centred in Benguela, reaching 10 provinces.
- 2012 — EPP Zango and EPP Kwanza Norte start. FC Cabinda and FC Bengo projects initiated.
- 2013 — EPP Ramiro, EPF Kuando Kubango & EPF Londuimbali start. Farmers' Clubs in Kwanza Sul. Rural Development extends to 13 provinces. Home based HIV testing in Cunene. Universal distribution of mosquito nets in K. Norte.
- 2014 — Agro-Pastoral Field Schools in Kunene. PAF Cabinda against HIV vertical transmission. Tombwa restructuring. Universal distribution of mosquito nets in Bengo and Namibe.
- 2015 — Education for All in Lunda Sul. Road Traffic Safety campaign in Luanda. New Women Entrepreneur projects. Community Development project in Luanda.
- 2016 — Graduates accumulated January 2016: EPF - 8601, EPP - 1003.



**Criando
Desenvolvimento
desde 1986**

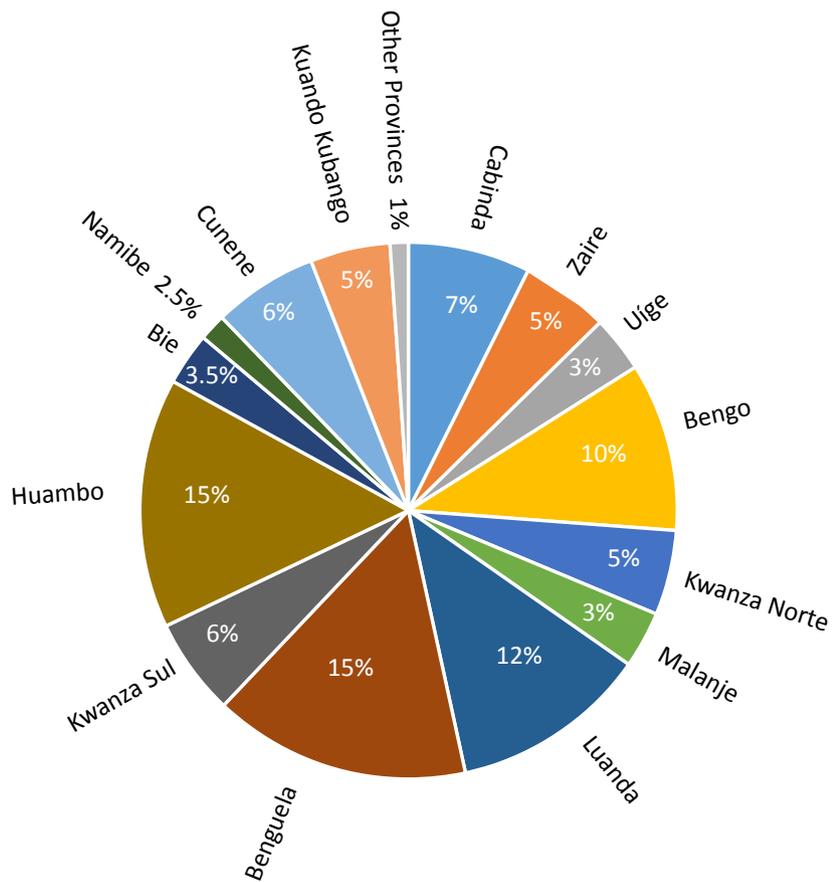
FINANCIAL STATEMENT 2015

ADPP'S EXPENDITURE BY SECTOR



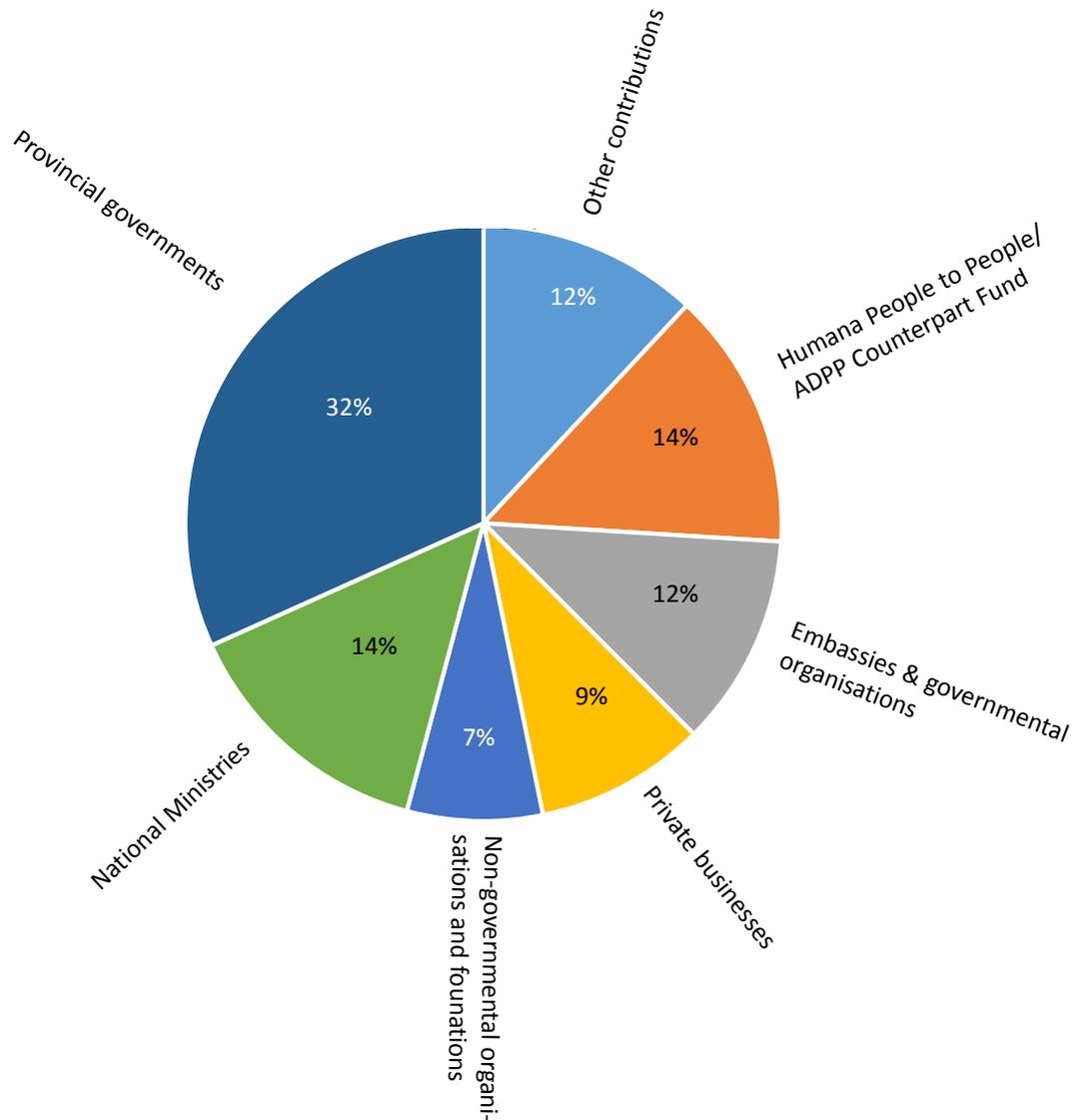
FINANCIAL STATEMENT 2015

ADPP'S EXPENDITURE BY PROVINCE



FINANCIAL STATEMENT 2015

ADPP'S REVENUE IN 2015





NEW PROJECTS STARTED IN 2015

LITERACY AND COMMUNITY DEVELOPMENT

Literacy and Community Development in the coastal fishing communities of Cabo Ledo and Buraco in Luanda province is a new ADPP project in partnership with the Ministry of Fisheries. Initiated in late 2015, it will help improve conditions for 600 families with little or no access to basic health, education and sanitary services. Over the three years of the project, 600 people will participate in literacy classes.

ROAD TRAFFIC SAFETY

Traffic accidents are one of the leading causes of death and serious injuries in Angola. ADPP responded to the Angola government's road safety initiative by developing and implementing a program of road safety education in collaboration with the authorities. The initial target is 10.000 pupils and teachers and 60.000 community members in Luanda over three years.

The project began in late 2015. A Road Safety Manual for teachers has been developed, as have posters and pamphlets with key messages and an action book for school road safety patrols. 2016 will see the campaign in full swing, with pre-service and in-service teacher training and the involvement of primary schools

WOMEN ENTREPRENEURS CAXITO

The project was initiated in late 2015 to provide 120 women in Caxito with sewing and dressmaking skills, literacy and entrepreneurship training. The project aims to provide the women with skills and knowhow to earn a living and create a better life for themselves and their families. It is anticipated that a number of the women will become successful entrepreneurs, establishing their own businesses.

Project staff were appointed, the first 30 participants were registered and a center was renovated and taken into use towards the end of 2015. The project is collaborating with local authorities and entities including churches and the Angolan Women's Organization, as well as with the Provincial Departments of Education and of Family and Women's Promotion.

HUMANA PEOPLE TO PEOPLE

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



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

Member organizations in Europe and North America collect and recycle secondhand clothes and shoes and use the surplus to support development projects. These projects build human capacity and encourage people to join forces to make changes that improve their lives and their communities.

Members in Africa, Asia and Latin America fight shoulder to shoulder with people to improve health, education, production and economic prosperity.

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

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



PARTNERS

A special thank you to our partners in development in 2015:

- | | | |
|--|----------------------------------|-------------------------------------|
| Ministry of Agriculture | ACREP | Jembas |
| Ministry of Education | African Innovation Foundation | Johnson and Johnson |
| Ministry of Family and Women's Affairs | Água Solo | KOICA / South Korean Embassy |
| Ministry of Fisheries | Algoa | MAXAM CPEA Lda |
| Provincial Government Bengo | Angoalissar | Ministry of Foreign Affairs Finland |
| Provincial Government Benguela | British Embassy | Nalco |
| Provincial Government Bié | Cabestive | NCR Angola |
| Provincial Government Cabinda | Chevron | Nour |
| Provincial Government Cunene | Dispec | Planet Aid, Inc. |
| Provincial Government Huambo | ESSO Angola | Porto de Luanda |
| Provincial Government Kuando Kubango | European Union | Sonamet |
| Provincial Government Kwanza Norte | ExxonMobil Foundation | Statoil |
| Provincial Government Kwanza Sul | FAO | Sympany |
| Provincial Government Luanda | Fundacion Pueblo para Pueblo | UFF Finland |
| Provincial Government Lunda Sul | Global Fund / Ministry of Health | UFF Denmark |
| Provincial Government Malange | Goldher | UNAIDS |
| Provincial Government Uíge | G4S | UNFPA |
| Provincial Government Zaire | Humana People to People Italia | UNITEL |
| | ONLUS | USAID |
| | Humana Sorteirimiskeskus OÜ | Weatherford |
| | Humana Sverige | |

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