

# ADPPP

ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO



ANNUAL REPORT 2019



EDUCATION



HEALTH

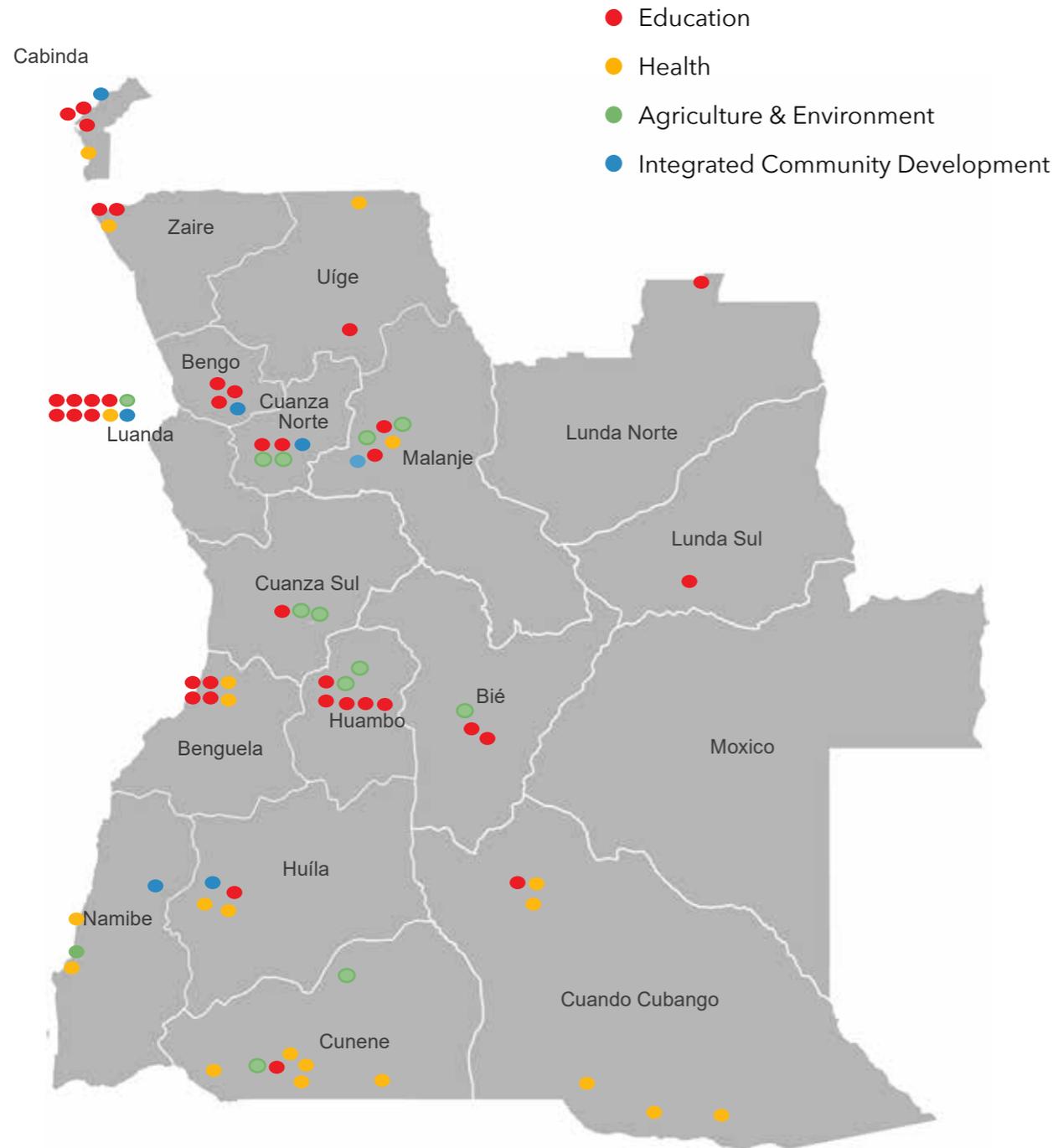


AGRICULTURE &  
ENVIRONMENT



INTEGRATED  
DEVELOPMENT

# PROJECTS IN 2019



EDUCATION

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INTEGRATED COMMUNITY  
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In 2019, **ADPP ANGOLA** operated 63 projects in 51 municipalities in 17 provinces reaching 700,000 people.

2019 was a testing year for Angola, with recession and drought intensifying already complex development challenges. Resilience was a key theme for individuals, families and communities throughout the country.

In our annual report, we present an overview of how ADPP contributed to resilience building in a multitude of ways. Working in four broad sectors - education, health, agriculture & environment, and integrated community development - we have sought to help people help themselves.

2019 was also a year in which the Ministry of Education hired new primary school teachers for the first time in five years, a significant and positive development. You can read in the report how our Teacher Training Schools, students and graduates work with local administrations, provinces and the Ministry of Education to find innovative ways of getting education to children, particularly in rural areas.

Throughout the report there are many examples of what happens when we join forces with people in communities in need of development. When the government, financial partners and development

organizations team up with communities, people are enabled individually and collectively to create development, and can achieve great things together. Read more in the report and follow us on social media for daily updates from around the country.

In striving to create a better future for communities throughout Angola, ADPP is also contributing to a better world, using the Sustainable Development Goals as a shared framework. Gender equality and, increasingly, climate action are cross-cutting issues across all our work.



None of the results present here would have been possible without the passion and dedication of the around 1,250 ADPP staff and 8,000 volunteers who do the day-to-day work at the projects, nor without the efforts of the hundreds of thousands of community members who are active participants. A special thank you also to the other non-governmental and civil society organizations we've worked closely with during the year. Of course, it has also been made possible by all our partners, notably the Government of Angola at national, provincial and municipal level, as well as UN organizations, private business, embassies, other non-profit organizations and the strong and continued support from our Humana People to People partners. On behalf of the Board of Directors, thank you to all.

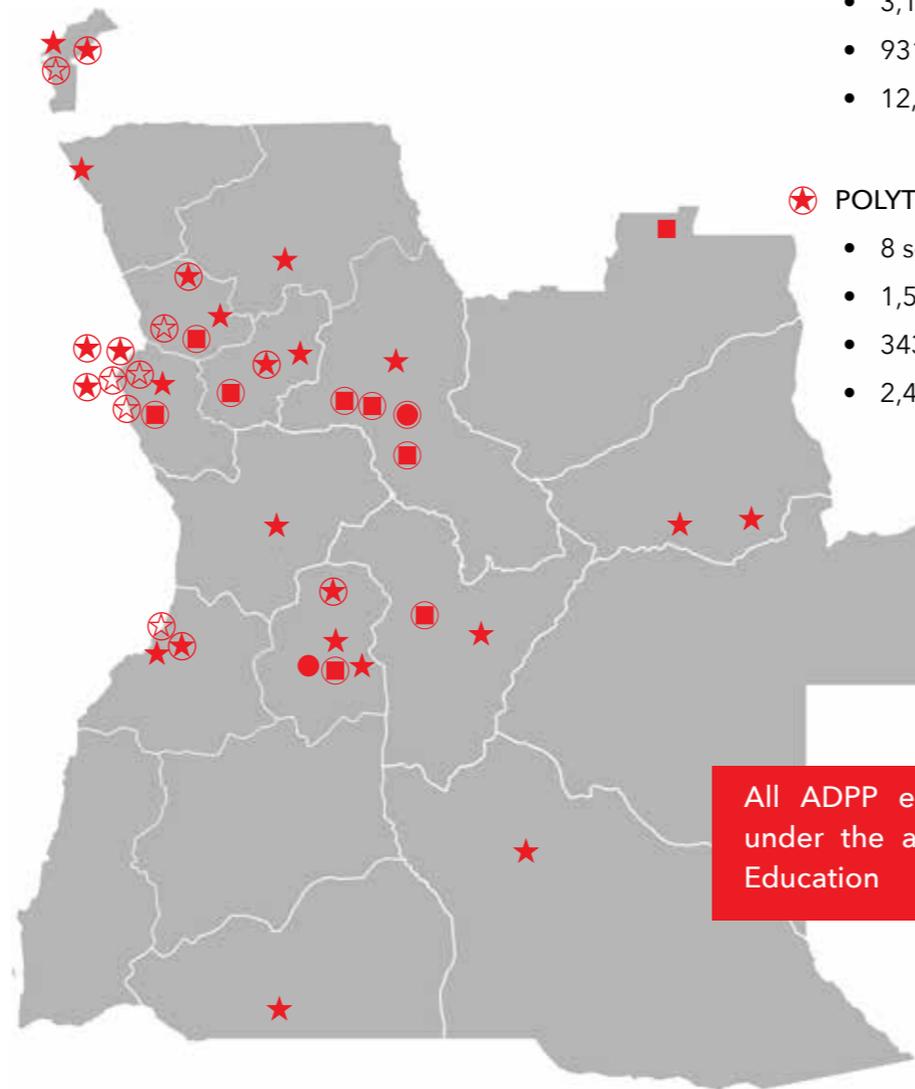
Rikke Viholm,  
Chairperson of the Board of Directors,  
ADPP Angola



# EDUCATION

**EDUCATION**, a basic human right, plays a fundamental role in development. ADPP strives to promote learning in the broadest sense and with the widest reach.

ADPP Teacher Training Schools produce highly capable primary school teachers and community leaders, ADPP Polytechnics equip young people with relevant academic, personal and technical skills and Frontline Institute, trains future project leaders. Literacy is a constant at ADPP projects: at Farmers' Clubs, Female Entrepreneur programmes, emergency programmes as in Lóvua refugee settlement, or in broader integrated development projects. Vocational training is also a common thread in ADPP's work, whether specific courses such as tailoring at Women in Action projects or supplementary skills for farmers at Calandula Agricultural Centre.



All ADPP education projects are run under the auspices of the Ministry of Education

## RESULTS IN 2019

### ★ TEACHER TRAINING SCHOOLS

- 15 schools in 14 provinces
- 3,129 students in training
- 931 students graduating in early 2020
- 12,694 graduates in total since 1995

### ⊠ POLYTECHNIC SCHOOLS

- 8 schools in 6 provinces
- 1,561 students in training
- 343 graduates in early 2020
- 2,493 graduates in total since 2011

### ● FRONTLINE INSTITUTE

- 63 participants on four teams
- 34 graduates during the year
- More than 400 graduates since 2009

### ⊠ WOMEN IN ACTION

- 7 projects in 4 provinces
- 282 women in training
- 665 in incubation phase
- 927 graduates since 2016

### ■ QUALITY EDUCATION FOR ALL IN LÓVUA

- 1,107 preschool children
- 3,386 primary school children
- 1,600 young people/adults in literacy training

### ● CALANDULA AGRICULTURAL TRAINING CENTRE

- 41 participants attending courses in agronomy and mechanics
- 160 graduates since 2018

### ⊠ LITERACY

- 6,939 literacy learners in three provinces in the Market-Oriented Smallholder Agriculture Project
- 5,680 literacy learners in four provinces in the project Community Development in Inland Fishing Communities
- 1,678 literacy learners in two provinces in Women's Farmers' Clubs

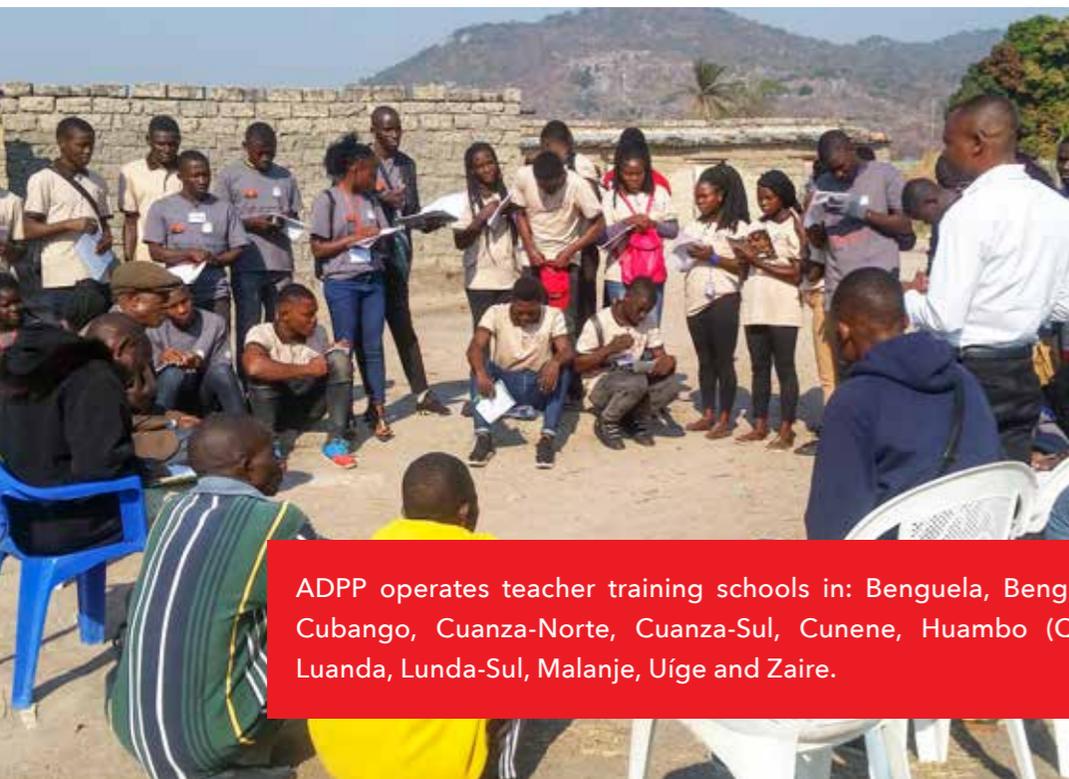
ADPP's **TEACHER TRAINING SCHOOLS** look beyond the curriculum in order to provide a broad education in terms of attitudes, capacities, general knowledge and practical skills. Students become professional teachers who strive to ensure no child is left behind.

**12,694**

Primary school teachers graduated since 1995

**3,129**

Students studying in the three-year training programme at the teacher training schools in 2019



**931**

Students completed their three-year course in December 2019 and graduated in January 2020

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

## TEACHER TRAINING PROGRAMME

ADPP has been training young people to become primary teachers for 25 years. Students acquire knowledge, skills and experiences that enable them not only to provide children with a sound education but also to adapt to extremely basic conditions at rural schools. They learn to be resourceful and innovative, and discover they are capable of more than they thought, especially when working with others.

In 1st Year, the students travel extensively to broaden their horizons under the headline learn to travel, travel to learn.

2nd Year introduces the students to the reality of the primary school classroom, combining theory with practice.

3rd Year students work full time in rural primary schools, continuing their studies, undertaking pedagogic research and implementing community development micro projects.



		Periods	
Year 1	The International Year of the Teacher	Studies & travel preparation	<b>Subjects:</b> Biology, Communication, Physics, Geography, History, IT, English/French, Sociology, Economics, The World in which We Live, Chemistry, Healthy Living
		Study travel	
		Post-travel evaluation and studies	
Year 2	The Year of Another Kind of School	Studies & community actions	<b>Subjects:</b> School Management, Angola - Our Country, Natural Science, Culture, Sport, Music, Physical Education, Moral & Civic Education, Geography, Arts & Crafts, Philosophy of Education, History, Portuguese, Mathematics, Psychology Pedagogy and Methodology, Food Production
		Specialization	
		Half day teaching assistance, half day studies	
Year 3	The Year of Another Kind of Teacher	Full time teaching practice in rural areas	<b>Subjects:</b> Distance learning, Micro Project, Teaching Practice
		Evaluation Exams	

## TEACHER TRAINING GRADUATES

Students from Team 2017 at the Teacher Training School in Dala, Lunda Sul completed their education in December 2019 and reflected on the three-year programme in their speech at graduation:

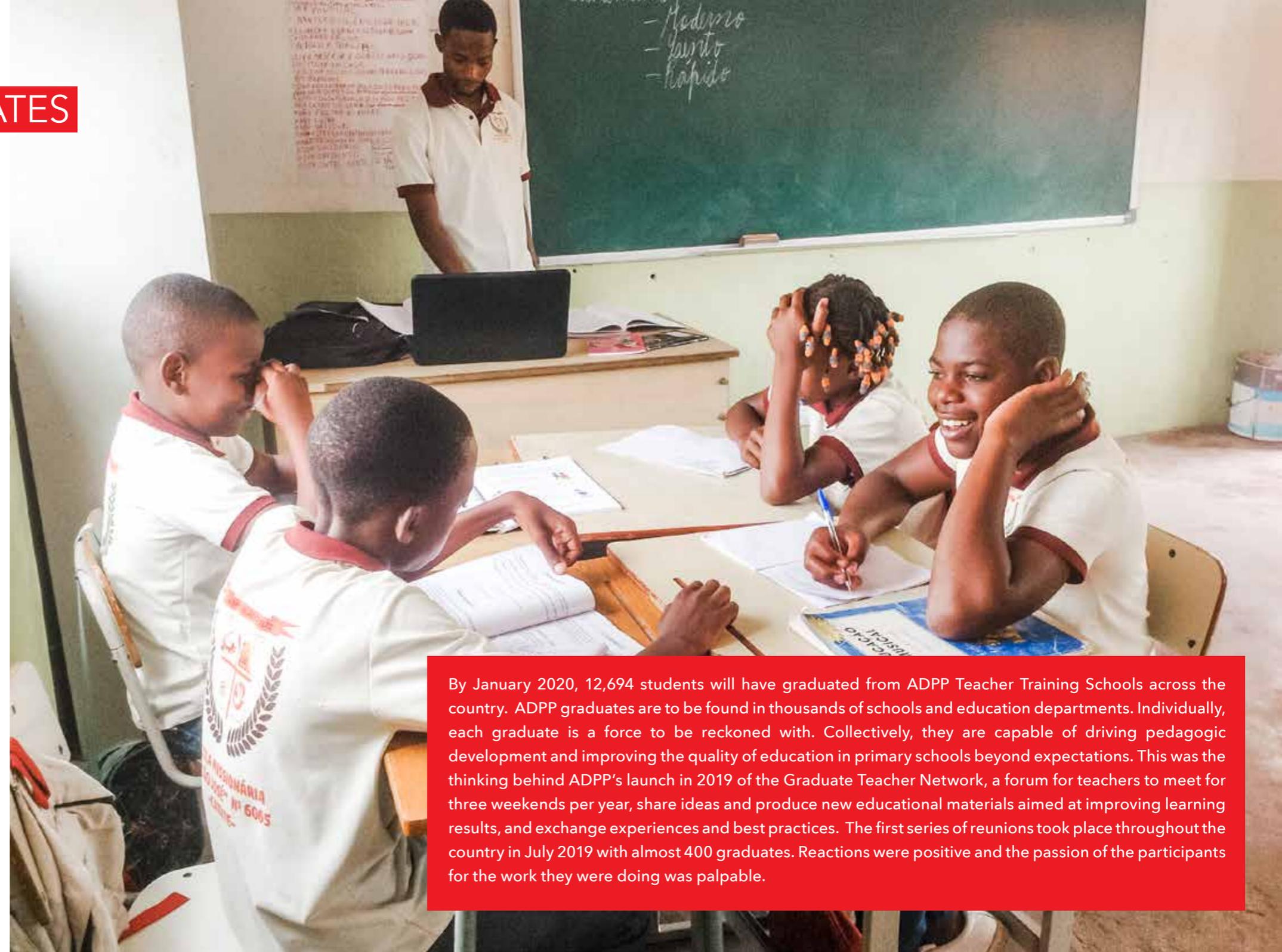


In the first year, the International Year of the Teacher, we had the privilege of travelling in search of information on culture, economy, health and education, with the purpose of enriching our knowledge. At the same time, we had the opportunity to live with families in rural areas with the intention of sharing experiences.

In our Year of Another Kind of School, the activities and our ambitions were enormous, but the main focus was teaching practice, during which we first sat down to learn and then we got up to teach.

In the final year of Another Kind of Teacher, we took on the responsibility of applying the knowledge acquired in rural areas, to improve our professional skills. Where there have never been teachers, we were there. Where there were no houses for teachers, we were there. Where there was no headmaster, we were headmasters and teachers. Where there were children from 1st to 6th Grade without teachers, we gave classes in the morning and in the afternoon.

The many friendships forged and the families met abound in our memory. For us, rural communities are no longer what we were used to hearing: poor, with terrible conditions etc ... they are rich in spirit, strength and will. We believe in them, and together we were able to implement many activities that promoted a healthy and harmonious environment.



By January 2020, 12,694 students will have graduated from ADPP Teacher Training Schools across the country. ADPP graduates are to be found in thousands of schools and education departments. Individually, each graduate is a force to be reckoned with. Collectively, they are capable of driving pedagogic development and improving the quality of education in primary schools beyond expectations. This was the thinking behind ADPP's launch in 2019 of the Graduate Teacher Network, a forum for teachers to meet for three weekends per year, share ideas and produce new educational materials aimed at improving learning results, and exchange experiences and best practices. The first series of reunions took place throughout the country in July 2019 with almost 400 graduates. Reactions were positive and the passion of the participants for the work they were doing was palpable.



UÍGE

### STRENGTHENING PORTUGUESE AND MATHS

Greater competence in the national language is required at all levels, not at the expense of local languages but in order to advance in education or at work. Similarly, better mathematics skills are needed to improve access to technical, engineering and scientific professions as well as entrepreneurial opportunities.

Despite general improvements in the educational system, teacher training schools are seeing ever more students with poor levels of both maths and Portuguese. In order for coming teachers to be able to deliver quality education to their pupils, it is crucial they have a solid foundation in these subjects. ADPP has developed a programme of 40 sessions to help students catch up, with extra maths and Portuguese clubs being held in afternoons and evenings.

The Ministry of Education, supported by the World Bank, is seeking to change concepts of teaching through the Learning for All Programme. Teacher Training School ADPP Uíge acts as an educational resource centre for the province, with locally produced teaching aids for use by teacher training students and in-service teachers alike. The school participates in ZIP sessions, which is a form of continuous training for in-service teachers, and organises pedagogical sessions for primary teachers in the province. Four staff from the Teacher Training School ADPP Uíge are provincial tutors, two in Portuguese, one in mathematics and one is the Provincial Supervisor. 15 ADPP Uíge graduates act as tutors in eight municipalities.



BENGUELA & CUANZA-SUL

### SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM) FOR TEACHERS

Following on from the highly successful pilot project in Luanda, students at Teacher Training Schools ADPP Benguela and Cuanza-Sul began participating in STEM training that will benefit an estimated 5,400 pupils during teaching practice. Learning by doing is key to helping understand physics, chemistry and mathematics and to appreciate the practical applications of these subjects. Through the project, focus will be on experiments which can be carried out with locally available materials.



ZAIRE

### JIMBUETETE: ART, MUSIC AND PHYSICAL EDUCATION

60 students from Teacher Training School ADPP Zaire combined the didactics of art, music and physical education with practical applications. They formed a choir and a band, learned to play musical instruments and to make simple instruments, studied the martial art capoeira that combines dance, acrobatics and music, and developed ideas for art lessons. With material and equipment bought for the purpose, they will put into practice what they have learned when they begin teaching practice in 2020, with an estimated 1,200 school pupils expected to benefit.



BIÉ, LONDUIMBALI & HUAMBO

### MENSTRUAL HEALTH

ADPP actively seeks to remove gender-based barriers, most recently in a programme to challenge stigma, discrimination and attitudes, specifically concerning menstrual health and gender. EPP Huambo students have been studying the subject and students from Teacher Training Schools Bié, Huambo and Londuimbali attended courses in sex education in preparation to give lessons to local primary school children. A greater understanding of menstrual health management among girls, their parents, teachers and fellow pupils, combined with better facilities and hygiene resources should help reduce absenteeism and stigma.

ADPP **POLYTECHNIC SCHOOLS** provide young people with education that combines theoretical knowledge, technical capacity, social skills and an entrepreneurial spirit that puts them in a position to contribute to meeting the demands and the needs of the country.

**2,493**

Students graduated since 2011

**343**

Students completed their three-year education in 2019 and graduated in January 2020

**1,561**

Students studying in 7th-9th Grade across 8 schools



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

## THE POLYTECHNIC PROGRAMME

ADPP polytechnics are designed to meet the growing need for post-primary education. Students can gain both their 9th Grade certificate as well as a technical diploma in one of the up to four professions on offer at their school. Key attributes of the education include students taking responsibility for their own learning, group work, investigations, field trips, horticulture, community actions, work experience, practical tests, oral exams plus close links with local industry and businesses.

In the first year of the programme, students get to grips with new ways of learning and study 7th Grade subjects. In second year, 8th Grade, the students focus on the theory and practice of their chosen profession while continuing to study the national curriculum. The Practical Aptitude exam in the third year draws together theoretical and practical skills learned throughout the education, as well as the students' ability to carry out an independent piece of work and present the results. Students complete their lower secondary education by sitting national exams.



### Periods

Arrival
Swimming Like A Fish
Questions & Answers
Three Professions & Three Common Actions

“Running Together”

YEAR 1

Digging Deep Into Your Trade
Focus on Angola
Your Profession – Leaving Your Mark

“Running the School Together”

YEAR 2

Practicing Your Profession
In Contact with the World
Your Test – A Community Action

“Running the World Together”

YEAR 3

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

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

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

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

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

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

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

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

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

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



Textile Artisan is the most recent profession on offer at the Polytechnic ADPP Caxito and is proving very popular. Alongside studying the national curriculum for 7th - 9th Grade, students learn the tailoring trade. They learn how to use machines and equipment in a sewing workshop, develop skills in cutting patterns, sewing clothes and creating other items from fabric, and launch local enterprises undertaking repairs or sewing to order. The first students to complete the course will graduate in 2020.



BENGO, BENGUELA, CABINDA & LUANDA

**WOMEN IN ACTION**

Women in Action projects in Cabinda, Bengo, Luanda and Benguela provide training in sewing, altering and repairing clothes, creating accessories and producing home textiles. A course on business skills, including marketing, provides the women with the basic knowledge required to develop their own enterprise. Graduates have access to continued support for at least six months in the Incubation Period, where they can get individual assistance and collaborate with project staff and other graduates to create new opportunities. 927 women have completed the course.



HUAMBO

**FRONTLINE INSTITUTE**

Frontline Institute provides training in basic project management skills. Six months are spent learning about development and gaining practical skills, after which participants gain on the job management experience over five months at ADPP projects. In 2019, they worked at Farmers' Clubs in three provinces, the Sustainable Charcoal Project, Calandula Agricultural Centre and Ramiro Courses and Conference Centre. 63 people were in training in 2019. Selected participants attended advanced management training at Frontline Institute in Zimbabwe.



MALANJE

**CALANDULA AGRICULTURAL TRAINING CENTRE**

Courses in mechanics, construction, electricity and plumbing, catering, entrepreneurship and business management aim to provide smallholders with skills to supplement their agricultural activity. 41 participants completed agronomy or mechanics courses in 2019, receiving their diplomas from INEFOP, bringing the total to 160 graduates since 2018. More than 700 people attended literacy lessons, 606 of whom passed Module 1 and moved on to Module 2.

**VOCATIONAL TRAINING** can be life changing, building self-worth and allowing graduates to create a decent future for themselves and their families.

ADPP vocational courses often combine practical sessions in workshops with business skills and literacy lessons. Incubation periods or supervised work experience ensure participants maximise the benefits of their training and assist them in overcoming obstacles in developing their own enterprises.



**WOMEN IN ACTION** Cazenga has been life changing for the 281 participants successfully completing the course since inception in 2016.

Unemployment and dependence are becoming a thing of the past. The figures speak for themselves, but the women speak even louder when they talk about the enterprises they established, the assistants they employ, the orders they receive at home, the way they advertise on social media, household improvements, raised self-esteem, new visions and plans for the future. Here is what some of the women from the project in Cazenga had to say:

**SUCCESS STORIES**

**Suzana, 27 years old**



"My life is moving forward. I have an identity card and a bank account. Now my children are happier and eat better. I can save money to buy medicine in case of illness. My husband gives me a lot of strength. He encouraged me to take the course, supports my initiatives and helps with the maintenance of the sewing machine."

**Marta, 43 years old**



"I learned a lot at the dressmaking course. Now I can turn what others consider garbage into profit. With the business skills I learned at the centre, I was able to create many economic opportunities, I know how to take good care of the household economy and I can support my family. ADPP is making a significant contribution not only to me but to all of us."

**Albertina, 40 years old**



"Since I started making clothes, life is improving. People come to my home to place orders. I hired two women to help with sales. We modify the clothes in the bales we buy, for example by making short sleeves. I make children's clothes, sets of sheets and I buy fabric from ADPP."

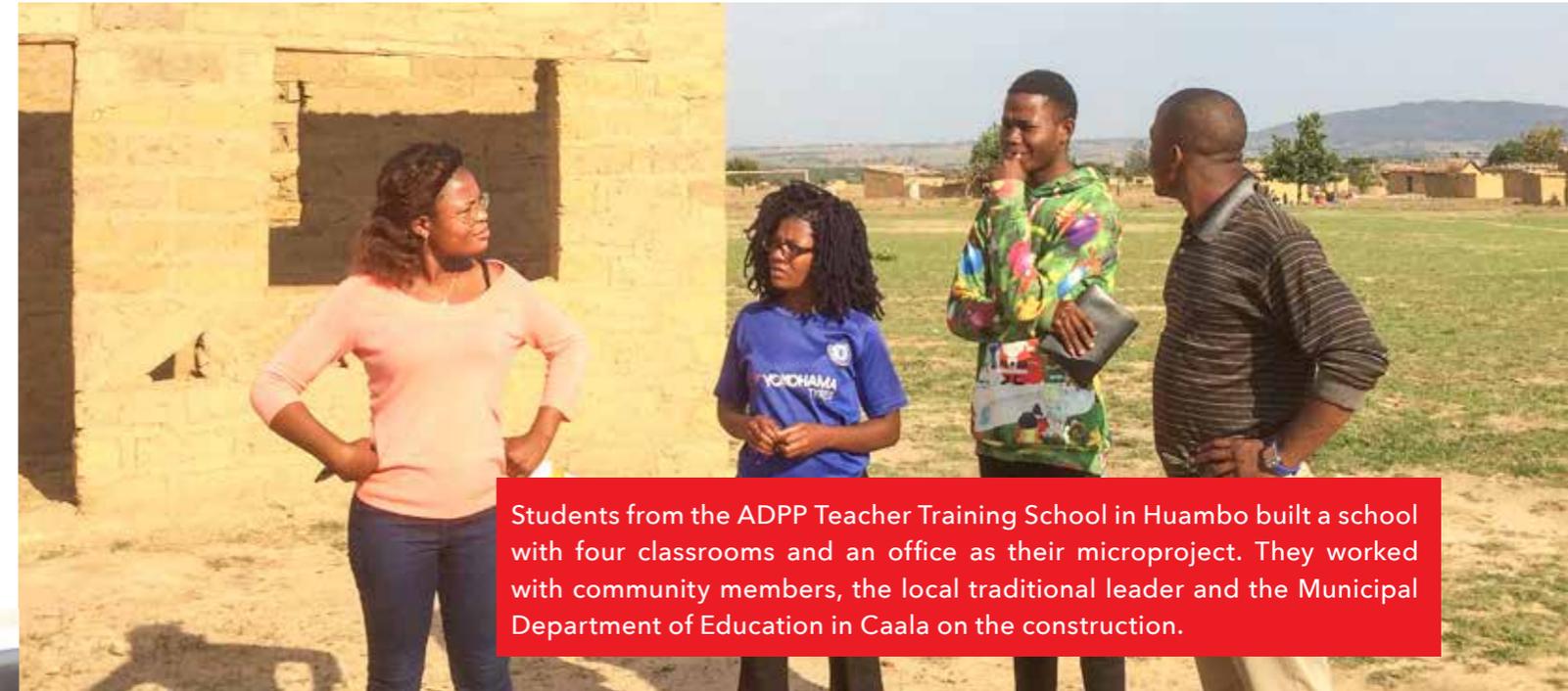
**Joana, 56 years old**



"I am 56 years old and have four children. My husband passed away. The project has changed a lot in my life. The sewing machine serves to turn clothes that are not in very good condition into more valuable items, so we use almost every single piece of clothing from the bale. My family does not lack food and we can buy whatever we need."

During a tumultuous year for DRC refugees in Lunda Norte, ADPP has provided education and stability at the Lóvua Settlement and surrounding communities through the project **QUALITY EDUCATION FOR ALL IN LÓVUA**

At the peak of activities, there were 10 preschools with 1,107 children, four primary schools with 3,400 children and adult education reaching 1,690 young people and adults. ADPP staff, state appointed teachers and final year students from ADPP Teacher Training Schools as well as teachers recruited from the camp itself ran the various projects.



Students from the ADPP Teacher Training School in Huambo built a school with four classrooms and an office as their microproject. They worked with community members, the local traditional leader and the Municipal Department of Education in Caala on the construction.

Students at ADPP Teacher Training Schools implement community development **MICRO PROJECTS** during their final year, which they spend in rural communities working full time as teachers and carrying out distance studies.

Projects in 2019 ranged from building classrooms, teachers' residences and latrines to literacy lessons, youth clubs, preschools, tree planting, horticulture, agriculture, malaria and HIV/AIDS prevention, basic sanitation and cleaning campaigns. This involvement in community development demonstrates that a teacher does more than give lessons in a classroom but also contributes to the search for solutions that lead to development and improvements. Hundreds of micro projects benefited thousands of people directly and many more indirectly.



**LITERACY** is key to success in all walks of life for everybody: young and old, male and female.

In 2019, ADPP operated a dedicated literacy project providing literacy lessons to 6,939 farmers in Bié, Huambo and Malanje. Literate farmers can read instructions, measure fields, calculate yields, follow plans, balance costs, determine prices, agree contracts, open bank accounts and sign papers. Literacy increases self-worth, and children of literate mothers are more likely to attend school.

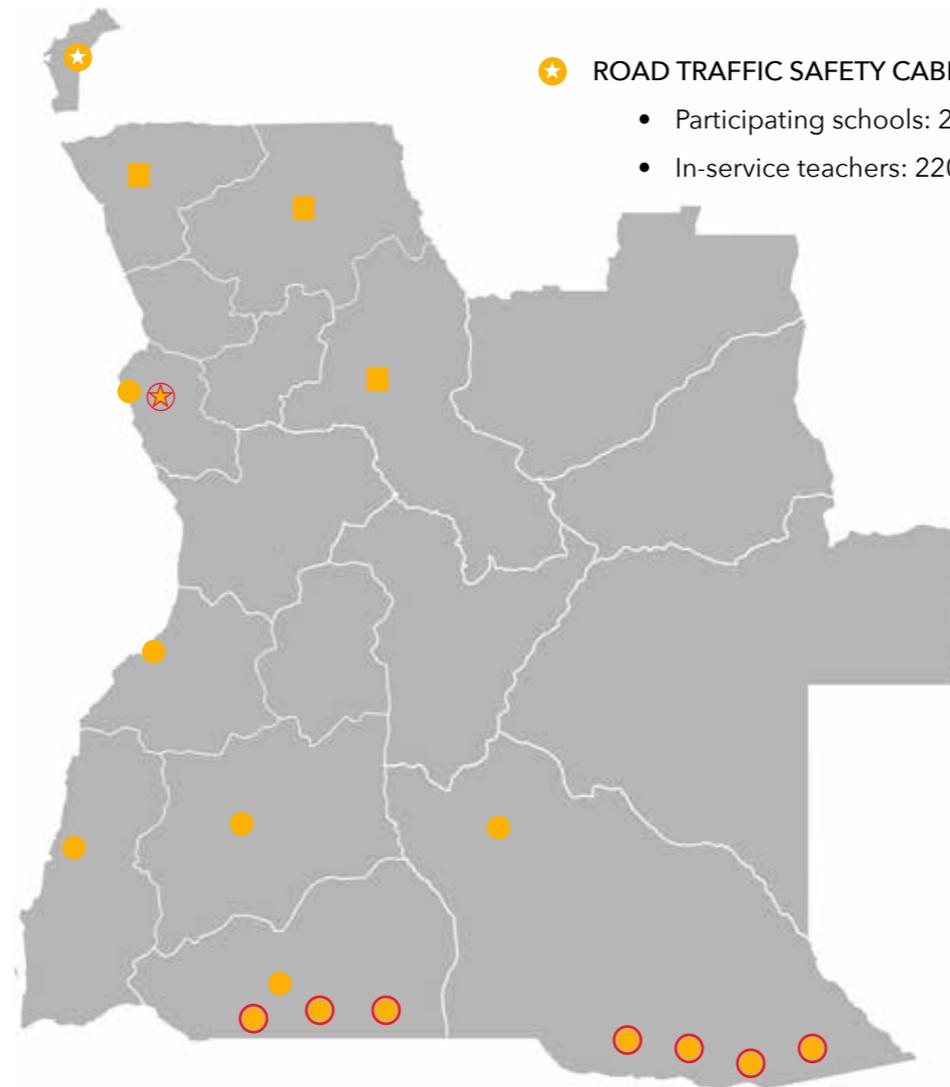
ADPP also integrates literacy training in a variety of projects as mentioned through this report. In 2019, ADPP offered literacy training as part of community development projects, Farmers' Clubs, the Sustainable Charcoal and Women in Action projects, for refugees, and ADPP trainee teachers implemented literacy micro-projects during their teaching practice.



# HEALTH

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

Improvements in health require multi-faceted approaches, from focused policies and increased investment at national level to myriad changes at community level. ADPP's community health work focuses on disease awareness and prevention campaigns, primarily malaria, HIV/AIDS and TB, and promotes better sanitation, access to clean water, nutrition, antenatal and neonatal care. Creating links between communities and health service providers is an important aspect of the work.



### ELIMINATION 8: CROSS-BORDER MALARIA PROJECT

- People tested in Angola: 46,918
- Malaria health posts: 7

### ROAD TRAFFIC SAFETY CABINDA

- Participating schools: 22
- In-service teachers: 220

## RESULTS IN 2019

### COMMUNITY CONTROL OF MALARIA AND HIV/AIDS

- Participating schools: 150
- Pupil participations in malaria lessons: 35,150
- Households visits: 9,807
- Families with malaria prevention plans: 1,483

### HIV COMMUNITY PROJECT (GIRLS' CLUB AND HIV TREATMENT ADHERENCE)

- Girls and young women organised in clubs: 25,929
- HIV + pregnant women receiving PMTCT services: 2,251
- Sessions about prevention of mother to child transmission in the community: 5,944
- Children and adults assisted to adhere to treatment: 4,252

### TB COMMUNITY DOT

- 3,228 TB patients being monitored
- 7 hospitals involved
- 1,719 mentors enrolled
- 291,306 people reached



Control and elimination of **MALARIA** is beginning to seem like a possibility rather than a remote ideal and ADPP's schools-based and community health initiatives are contributing to the fight.

Aside from its dedicated malaria interventions described opposite, ADPP incorporates malaria prevention into all other projects. All teacher training schools strive to ensure that the students are provided with bed nets- and that they use them. Community Health Agents bring key prevention messages to rural families, while Community Action groups organise their communities to prevent malaria, know the symptoms and seek treatment.



MALANJE, UÍGE AND ZAIRE

### COMMUNITY CONTROL OF MALARIA

Teachers, pupils and locally recruited community health agents together created an environment of knowledge and practices to help people take positive charge of their own health. 9,000 families and 150 schools participated. Exploring new avenues to reach ever more people, the project created links between sport and the dissemination of health messages. Inter-school tournaments and sports clubs provided a stage for talks and campaigns about malaria, HIV and TB.



CUANDO CUBANGO & CUNENE

### CROSS-BORDER MALARIA PROJECT

A consortium of partners led by ADPP as part of the Elimination 8 project in Southern Africa is working towards the elimination of malaria on both sides of the Angola / Namibia border. Closely coordinated massive testing, treating and tracking in border areas has proved highly successful. 46,918 people in Cuando Cubango and Cunene were tested in 2019. All were offered first line treatment for simple cases of malaria, or were referred to health service providers for treatment of more complicated cases.

Prevention and learning to “live positively” are the mainstays of ADPP’s work on **HIV/AIDS** at community level.

Girls aged 15-19 are three times as likely to become infected with HIV than boys the same age. Fewer than half the pregnant women living with HIV have access to treatment. High fertility, a young population and a lack of awareness are exacerbating the problem of mother-to-child transmission, already the highest in sub-Saharan Africa. Through its HIV/AIDS projects and more generally at its schools and Community Health Agents project, ADPP is working to tackle these issues.



BENGUELA, CUANDO CUBANGO, CUNENE, HUÍLA, LUANDA, NAMIBE

### GIRLS’ CLUBS

Girls’ Clubs are a way of reaching adolescent girls and women with information, advice and assistance regarding HIV. Young women are particularly vulnerable because of a lack of knowledge of sexual and reproductive health combined with entrenched gender attitudes plus stigma about HIV. After reaching 22,500 girls in the first phase, ADPP expanded the project and exceeded the goal of 25,000 in 2019.



BENGUELA, CUANDO CUBANGO, CUNENE, HUÍLA, NAMIBE

### HIV TREATMENT ADHERENCE

Pregnant women with HIV received the practical and psychological support they needed to stay in treatment and ensure their children had the best possible chance to beat the disease thanks to the continuous presence of activists in their lives, through telephone calls, home visits and sessions at health clinics. In addition, the activists assisted people of all ages to adhere to anti-retroviral treatment while changing attitudes and conceptions about HIV. This personal support was greatly appreciated as it tackled the feeling of isolation that affected many patients, and that frequently led to depression.



LUANDA

### TB COMMUNITY DOT

Community activists in Kilamba Kiayi and Cazenga worked with staff at 7 hospitals, accompanying 3,228 patients on TB treatment, and simultaneously referring people with possible cases of TB, including children, for testing. The activists also disseminated key prevention messages in the community and enlisted 1,719 designated “mentors” to assist in directly observing the intake of medicine.



# GIRLS' CLUBS SUCCESS STORIES



"As I was growing up, I spent my time with friends on the streets, drinking and not wanting to be told what to do by anyone. I didn't want to study. I got pregnant, had an abortion, got pregnant again and even let my baby become malnourished while I enjoyed my lifestyle. When the project activist explained about her work, she convinced me to attend the sessions she organised. Now I am a new person, I enrolled at school, I was chosen as a peer educator and I help other girls in my neighbourhood."



"As a member of the Girls' Club, I now know what sexually transmitted infections are, how they are transmitted and how to prevent myself from getting them. I learned about the risks and consequences of teenage pregnancy, which is a cause for concern in our province, where the risk of contracting STIs is great."



"The project appeared at just the right time for us, because many people of our age contract diseases for lack of knowledge, so we should praise ADPP and the other partners of this project. We are learning a lot and gaining much basic knowledge about sexually transmitted diseases. We will remember this information for the rest of our lives and we will pass it on to our children, brothers, cousins, aunts and others."



"Today I am a new person and I mobilize my friends who continue with this life of prostitution. I got advice from the activist to go back to my home where I apologized to my parents. I am back living with them and have returned to my studies. I'm happy with my new life and would like to thank the activist"



## “People to People” takes on an added significance in **ADPP’S HEALTH PROJECTS**

One of the most effective ways of improving health is through community-based and school-based programmes, recruiting local people and enlisting the help of traditional and religious leaders. Increased access to care and information about disease prevention for communities without access to health facilities is crucial, whether through health workers or volunteers, who may be selected by trusted community leaders or otherwise recommended for their local knowledge and engagement. They ensure local needs are met while complying with project objectives and strategies.

Change is achieved when communities not only want to change but when they come to believe that change is possible and that they can be a part of it. School pupils play a key role in this, as they readily assume the role of change makers without the baggage of negative experiences characteristic of older generations. They take ownership of the aims and objectives of projects, bringing enthusiasm and energy to their actions.

## **ROAD SAFETY CABINDA**

Health is not just about disease prevention and treatment. Health is also about being safe from injury, disablement or death.

After a successful pilot project in Luanda, ADPP launched a school and community road safety programme in Cabinda. As an indication of the importance of this kind of action, stakeholders in the road safety project include Cabinda Provincial Government, the Ministries of Education, of the Interior and of Health, the Road Institute of Angola, the Association of Taxi Drivers, the Provincial Youth Council and National Institute of Medical Emergencies of Angola. Among the estimated 50,000 beneficiaries are in-service and pre-service teachers, pupils, parents, family members and the general public.



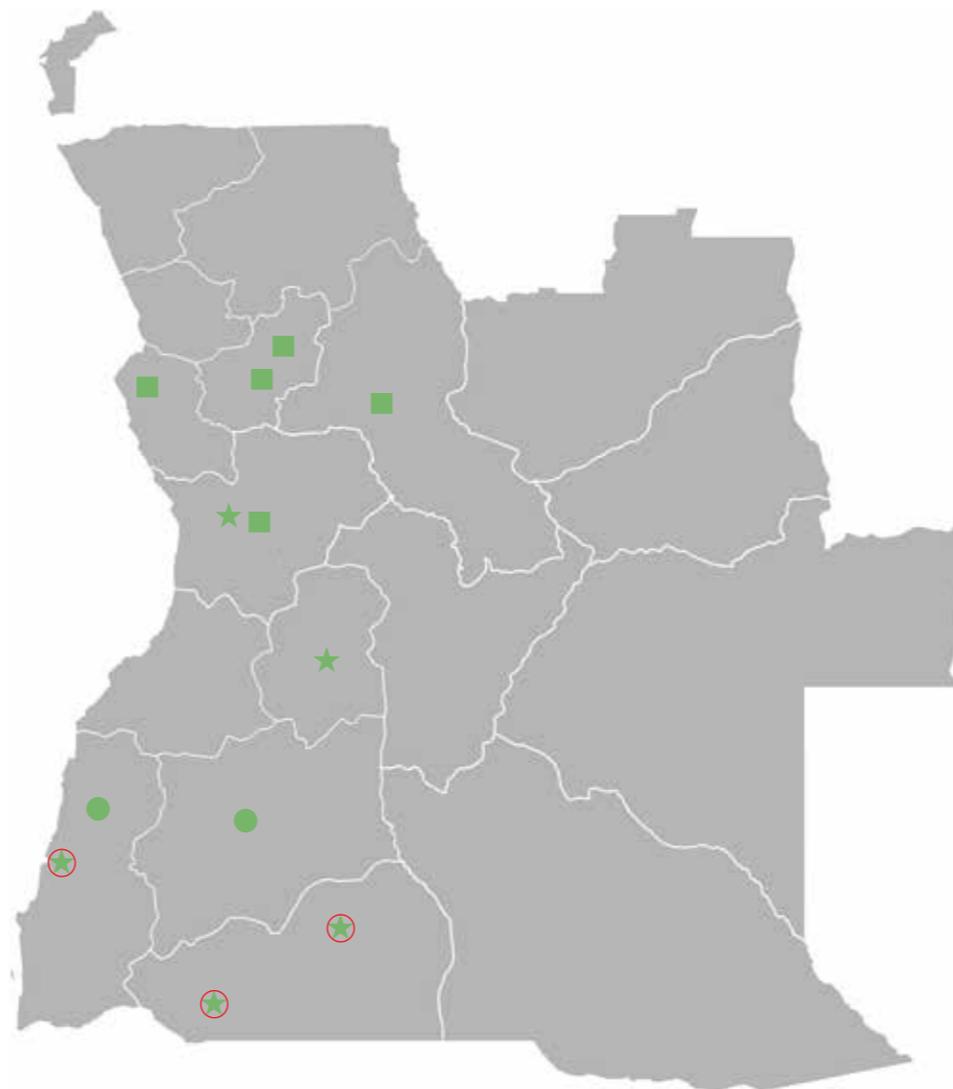


## AGRICULTURE & ENVIRONMENT

**AGRICULTURAL** development is about improving food security for the thousands of smallholders participating in ADPP projects.

Subsistence farming gives way to the production of surplus, providing households with the means to pay school fees, buy medicines, vary the diet, or purchase items for the home. Small steps towards an agricultural revolution which can feed the whole country.

The **ENVIRONMENT** has to be taken into consideration at all times. Periodic drought and flooding is nothing new but the intensity of both is of increasing concern. Appropriate techniques and methods, water-saving, drought-resistant plant types and species and tree planting are among the strategies being adopted, as well as mobilizing communities against slash and burn farming.



- **FARMERS' CLUBS**
  - 4 provinces
  - 5,500 members, predominantly women
  - 80 clubs
  - 3 Young Farmers clubs with 150 members
- **FARMERS' FIELD SCHOOLS**
  - 2 provinces
  - 1,225 members
  - 29 Farmer Field Schools
- ★ **SUSTAINABLE CHARCOAL PROJECT**
  - 2 provinces
  - 12 communities with Environmental Action Groups
  - 55,000 trees planted
  - 400 ADPP Teacher Training students involved
- ★ **RESILIENCE PROJECTS**
  - 11 community workshops for climate change adaptation in the Cuvelai Basin
  - 500 children at two schools in Namibe province received school lunches for a three month period
  - 30 communities receiving help with land rights



## FARMERS' CLUBS and FARMER FIELD SCHOOLS help smallholders emerge from subsistence farming.

Working and supporting one another in small groups over the course of three or more years, the farmers learn sustainable, environmentally friendly conservation agriculture techniques, cultivate more productive and hardy crops or varieties of crops, adopt horticulture to improve nutrition and produce surplus for sale, receive health and sanitation information as well as literacy and business skills lessons.



LUANDA

### FARMERS' CLUBS IN LUANDA

Farmers' Clubs in Luanda organised 1,500 smallholders in 30 clubs, distributed across the municipalities of Belas and Icolo e Bengo, to help improve production and create surplus while minimizing the impact of agricultural activities on the environment. The project is halfway through its programmed implementation period. Clubs have established seed banks for future sustainability, reduced time spent irrigating thanks to Kickstart water pumps and developed alternative sources of income. Literacy lessons for 953 people and health lessons for all continued in 2019.



CUANZA-NORTE, CUANZA-SUL & MALANJE

### WOMEN FARMERS' CLUBS

The Women Farmers' Clubs have 4,000 members between them. In Cuanza-Sul club committees have been assuming ever more responsibility for activities in preparation for the phasing out of project support. Clubs in Cuanza-Norte are also working towards sustainability, with pass-on loan systems established, all committees organised on selling surplus, seed banks established and clubs assisted in registering as formal associations. In Malanje, farmers are expanding their fields, diversifying their crops, extending the productive season through the use of pumps for irrigation and using the membership book to record these increases.



MALANJE

### WOMEN FARMERS' CLUBS CALANDULA

The farmers' clubs in Calandula reported good progress in 2019, with farmers expanding their fields, growing between six and 10 different crops and using their membership books to keep account of production. The clubs received 300 Kickstart pumps, members were practising the new techniques they had been taught, they learned about disease prevention and nutrition and participated in cleaning campaigns and health days.



CUANZA-NORTE

### YOUNG FARMERS' CLUBS

A Young Farmers project in Cuanza Norte was launched at the end of 2019, with three clubs of 50 members each, based at the ADPP Polytechnic School in Lucala, at Cuanza Norte Agrarian Institute and in the district of Terra Nova. 63 female and 87 male participants were enrolled. The clubs established model fields and initiated training in conservation farming. The project is working towards low cost sustainable solutions while promoting greater links between the Food Producers profession at the Polytechnic School, the Agrarian Institute and young farmers in Lucala.



HUÍLA & NAMIBE

### FARMER FIELD SCHOOLS

Horticulture made significant inroads at the Integrated Community Development project in Huíla and Namibe, when the Farmer Field Schools introduced vegetable growing to complement cereals and staples and provide surplus for sale. Participants began creating their own household vegetable gardens, planting the same crops as those grown in the model fields. They enjoyed fresh, nutritious food where vegetables were previously uncommon.



14 PROVINCES

### GARDEN FARMING FOR TEACHERS

At ADPP Teacher Training Schools, vegetable gardens provide fresh and healthy food for staff and students while offering an opportunity to learn about organic cultivation, a useful skill during teaching practice and as a fully qualified teacher. The school in Cabinda has a banana plantation that provided dozens of crates of bananas while in the vegetable garden the students cultivated their own beds and planted tomato, lettuce, kale, pepper and cabbage. Many schools also bred small animals such as pigs, goats or hens.



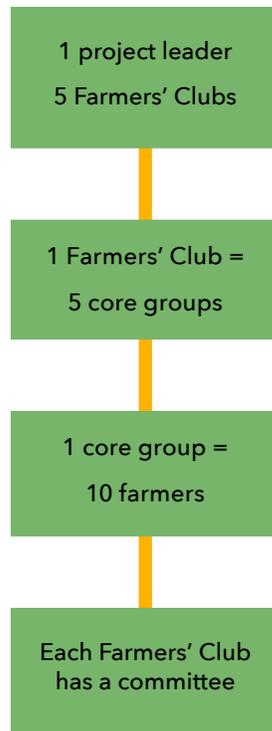
## Environmental sustainability lies behind the **CHARCOAL PROJECT** in Huambo and Cuanza-Sul

Charcoal producers rely on trees for their activity and charcoal is a key source of energy in suburban and rural communities. The project worked with 12 communities, establishing Environmental Action Groups, planted 55,000 trees and grew a further 20,000 saplings and instructed 400 students at ADPP Teacher Training Schools on global warming. Frontline Institute spearheaded activities in the community, including providing training courses for village headmen. An expansion of activities to Luanda and Bengo includes the manufacture and promotion of energy efficient charcoal burning stoves, briquettes made from charcoal residues, the involvement of ADPP polytechnics as implementation centres and Women in Action participants in selling briquettes.



# KEY ELEMENTS OF THE FARMERS' CLUB PROGRAMME

## FARMERS' CLUB STRUCTURE



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

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

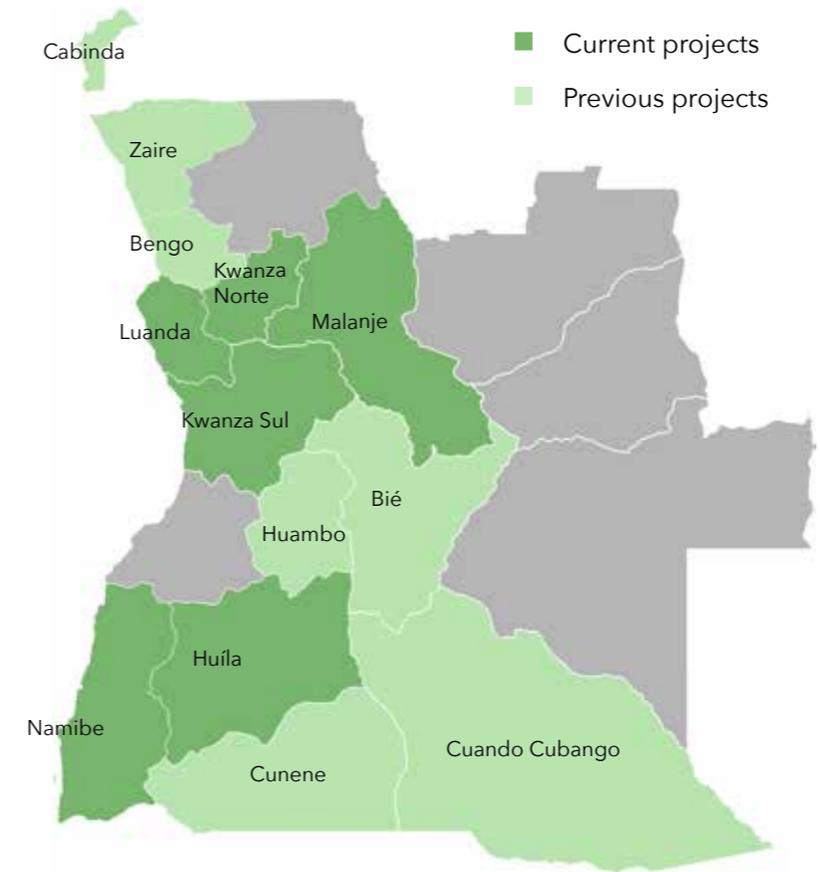
**FARMERS' CLUB MEMBERSHIP BOOKS** help farmers control the household budget, administer assets and production, manage training, improvements, questions of health and development over a four-year period.

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

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

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

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



## THE THREE-YEAR PROGRAMME



# RESILIENCE BUILDING IN SOUTHERN ANGOLA

Resilience programmes in southern Angola seek to tackle multidimensional poverty, and ADPP continues to implement a range of projects big and small to assist rural communities.



## COMMUNITY RADIO

ADPP started preparations to make and broadcast 72 short local language radio programs aimed at improving resilience in the Cuvelai Basin, where remote and disperse rural populations are otherwise hard to reach.



## LAND RIGHTS

ADPP collaborated with the Spanish NGO CODESPA in the implementation of a Land Rights project to improve the knowledge and the application of land law,

support rural communities in the process of obtaining deeds for community land, introduce participative methods to resolve conflicts about land and promote gender equality with respect to ownership of land in 30 communities in Ombadja and Cuanhama municipalities, Cunene.



## SOLAR PANELS

During the year, ADPP followed up on the 2018 distribution of solar panels to farming families in Cunene. There was general agreement that the solar panels were of great benefit, especially at

night for the preparation of meals and for children doing homework. Equally important was being able charge mobile phones and radios, both being important means of communication. Scarce funds otherwise spent on batteries were freed for other uses.



## EMERGENCY FEEDING

With drought and hunger continuing to impact attendance at primary schools across the south, ADPP implemented a school feeding programme for

500 children at two schools in one of the worst affected areas of Tômbwa, Namibe Province, in the final quarter of the academic year.



## CLIMATE CHANGE ADAPTATION

ADPP began collaborating on a project in the Cuvelai Basin where it will be promoting climate change adaptation. Workshop locations have been identified in 11 communities, Community Action Groups mobilized and plans made to demonstrate firewood saving stoves, seed banks, bee keeping and honey production, environmentally appropriate agricultural techniques, savings groups, tree nurseries, horticulture and fish ponds - depending on the location.

# EXTERNAL EVALUATION OF THE SUSTAINABILITY OF ADPP IMPLEMENTED FARMER FIELD SCHOOLS IN CUNENE



In early 2019, UNDP published an evaluation of the project "Promoting Angolan Women's Empowerment through CSOs, 2015-2018". ADPP was one of 11 organizations implementing projects under this umbrella and worked in Ombadja, Cunene on "Empowerment of Women Farmers and their Families through the Strengthening of Field Schools." ADPP's project comprised 10 Farmer Field Schools with 300 participants., predominantly women.

The evaluation was positive, citing specific examples that included new techniques being practised, new crops grown, nutrition improved, and improved health as a result. Surplus was stored and/or sold, meaning income for seeds, school fees, and other necessities. Moreover, "Communities gain conscience that (having) active women in their communities is crucial to increase their social, economic and environmental resilience."

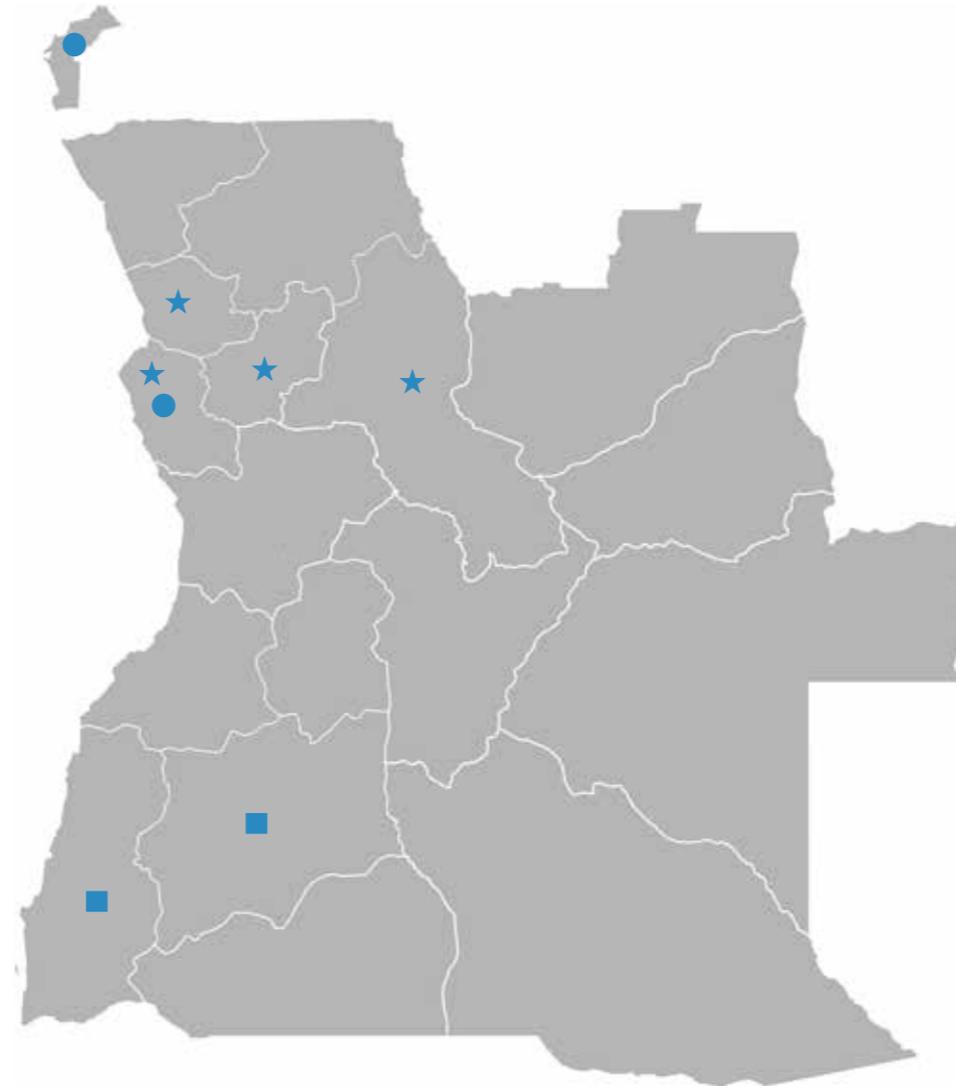
The project helped women become more active, more integrated and more relevant and, almost more important, made it evident that gender equality and the empowerment of women are fundamental elements in development and the reduction of vulnerability.



# INTEGRATED COMMUNITY DEVELOPMENT

**INTEGRATED** actions that support populations as well as the environment make an important contribution to achieving development goals.

Sustainability is the ultimate goal, with tailor-made capacity building, skills training and the development of community structures contributing to achieving this. Communities take ownership of development and have the knowledge, tools and desire to continue.



## ■ INTEGRATED SOCIAL DEVELOPMENT PROJECT, HUÍLA AND NAMIBE

- 8 solar energy systems
- 8 boreholes supplying water
- 105 Community Health Agents
- 11,162 families benefiting from Health Agents' work
- 29 Farmer Field Schools
- 1,225 farmers,
- 35 schools with Water and Sanitation Groups.
- 64 teachers and their students participating,

## ★ COMMUNITY DEVELOPMENT IN INLAND FISHING COMMUNITIES: Luanda, Bengo, Qwanza-Norte, Malanje

- 21 communities
- 4,800 beneficiaries
- 1,500 beneficiaries trained in fish processing and sale
- 106 literacy tutors
- 5,680 literacy learners.

## ● SUSTAINABLE VILLAGES, CABINDA AND LUANDA

- 2 villages
- 225 people
- 11 Community Action Groups



# INTEGRATED SOCIAL DEVELOPMENT PROJECT - HUÍLA AND NAMIBE



105 Community Health Agents worked with 11,162 families on improving health and sanitation through disease prevention messages, encouragement to build latrines and hand washing systems, cleaning campaigns, vaccination, malaria testing and promoting the use of health centres.



35 schools participated in disease prevention and the maintenance of the water systems. Teachers gave health lessons and pupils organised actions and events in their communities. All schools had Water and Sanitation Groups.



29 Farmer Field Schools organised training sessions for 1,225 members to help improve production and increase environmental sustainability. Horticulture, organic fertiliser, natural pest control, nurseries for propagation, small animal breeding and marketing of produce were promoted.



The Integrated Social Development project in Huíla and Namibe achieved a milestone in 2019 when, despite the continuing severe drought, the target communities enjoyed the combined services of water and electricity. The eight solar energy systems, completed in 2018, proved to be very reliable sources of energy and brought changes in the lives of the inhabitants. Finding equally reliable sources of water was not always easy but 2019 saw the completion of this component with 8 boreholes producing an extra 80,000 litres of water each day for nearby communities. Schools, clinics, drinking troughs, communal washing areas and fountains were connected to the systems.



# SUCCESS STORIES FROM THE INTEGRATED SOCIAL DEVELOPMENT PROJECT

"I am married with seven children. Before the project, we didn't have clean water to drink and we spent a lot of time in the river basin just to fill a five-litre bucket. The availability of water and the training sessions at the Farmer Field School are contributing a lot to our development. We learned to grow new crops such as tomatoes, onions, eggplants, cucumbers and other things. We have a healthy diet and we can buy chickens and pigs with the money from the sale of vegetables."



Emilia Tchilepa Kangonga,  
42 years old



Vilanora Cacueka,  
17 years old

"I study in 6th Grade at Tchitemo Primary School. I live with mum and dad and six brothers. Before the project, things were very bad with no water, no electricity. I drew water from the river but had to dig a few meters to find it. It was a lot of work and was three hours from my house. I went with my mother and my brother at 6 am and came back at noon. The dirty water gave the whole family a stomach ache. Now we're fine. ADPP teaches about hygiene at school, my father made a tippy tap and in 2019 we built a latrine. Our family is healthy and does not get sick as it used to. Nor is the school in darkness. I come to study and revise at night."



Ana Maria,  
57 years old

"I live with my husband and I have nine children. My husband and I are farmers. We cultivate and sell corn, millet, sorghum, black beans and vegetables, which I learned to grow thanks to the project. With the money we earn we can pay school fees and material, buy medicines, manure, oil, sugar, salt and soap. However, that is not the only good thing! I am also studying at the literacy school and I can already write my name. I can also read and I can help my daughter with school work. Now I am better at doing sums in the market."

"I am the supervisor of the community health agents. I have three children aged 19, 10 and 5. I started working for ADPP as a volunteer. I wanted to help my community and improve the sanitation and health situation so I did my project management training at Frontline Institute in Huambo. Before the arrival of ADPP in the community, I was not aware of how to prevent disease. Now I am able to prevent disease and also protect the life of my family and the community around me."



Berta Sambas Tomás,  
40 years old

"I am a teacher at Kamupapa Primary School. A lot has changed. I can work at night thanks to the light and there is water in the kitchen and bathroom and our school garden does not depend on rain. I used to fetch water from eight kilometres away, but now the water comes all by itself to me. I can keep food in the fridge without a problem; the children come clean to school and can watch television; and electricity makes it easier to hold literacy classes in the evening. A teacher without electricity is behind the times."



Conceição Francisca,  
49 years old



Cristina Lombinza,  
46 years old

"I have to take care of my five children alone. I have to buy school supplies and medicines in addition to food and clothing. It is very important that my three girls and my two boys learn to read and write. I earn money selling agricultural products in the local market. I received vegetable seeds and a hoe from ADPP and now we have water to irrigate the plants thanks to ADPP."

# COMMUNITY DEVELOPMENT IN INLAND FISHING COMMUNITIES



# SUSTAINABLE VILLAGES

The Sustainable Villages project ran in two villages in Luanda and Cabinda from March 2018 to February 2019. As the project closed, community organisation structures were in place, sanitary and housing conditions improved, basic services were established, agriculture, horticulture and fish farming supported and culture and sport promoted. The two target villages in Luanda and Cabinda achieved many of their plans, ranging from wells and solar energy to literacy, fish farming, horticulture, seedbanks, carpentry and dressmaking courses, metal roofs on houses of vulnerable people, corrals to keep animals safe, a community centre, latrines, household and industrial cassava mills and training for traditional midwives.



Communities in Bengo, Luanda, Cuanza-Norte and Malanje received assistance from the Institute for Artisanal Fishing to increase productivity and commercialisation of fish, the mainstay of their economy. To complement professional development and promote sustainability, ADPP implemented a community development project which organised awareness campaigns to tackle food security, nutrition, climatic change, water & sanitation plus training for supervision and control groups and Fishing Community Councils. In Malanje, the project organised groups of young people to dig fish tanks that were then populated with fish. Beneficiary communities became ever more engaged in the project on seeing this development. Literacy lessons and support for cooperatives were equally important components.

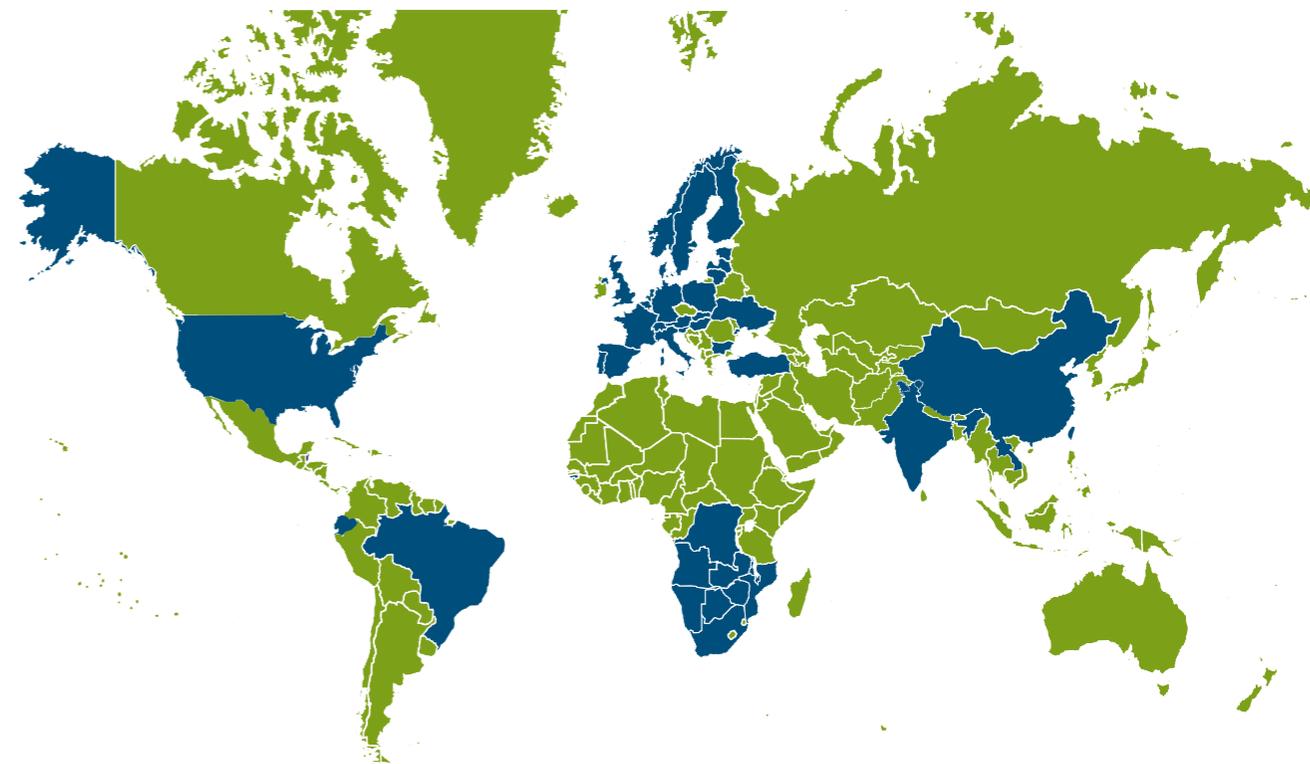


**ADPP FUNDRAISING** promotes second-hand clothes and shoes sold through commercial agents.

ADPP Fundraising creates employment directly for at least 2,400 people, supports thousands more through funding ADPP projects and benefits hundreds of thousands through the availability of affordable clothes. In 2019, ADPP Fundraising began production of bales of clothing, creating a further 40 jobs.

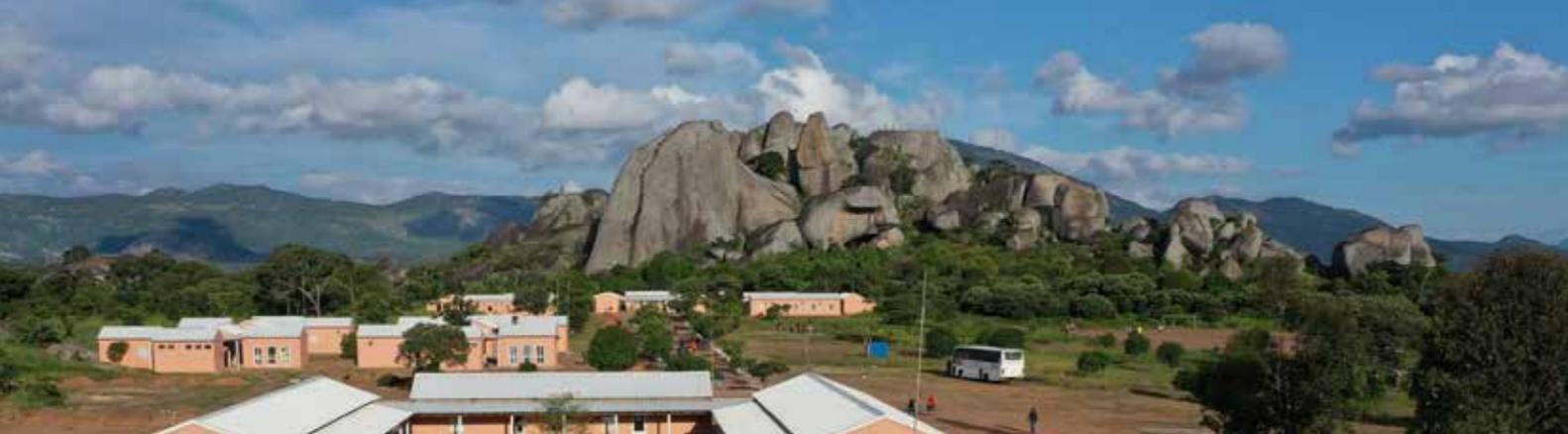
1,980 female stallholders bought large and small bales of quality clothing from Fundraising outlets. They received assistance from ADPP in marketing, obtaining identity cards and licences, opening bank accounts and improving literacy levels. Collaboration with ADPP's Women in Action programs brought multiple benefits to hundreds of these women, from dressmaking skills to business opportunities. The project evolves continuously, to adapt to market changes and to meet new challenges.

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



The Federation was established in 1996 and currently has 30 independent member associations, spanning 45 countries on 5 continents. Member organizations in Europe and North America collect, sort and sell second-hand clothes and shoes for reuse, and use the surplus to support development projects. This work is critical in reducing waste; promoting reuse; providing affordable clothing to developing communities; and raising funds to support social development projects.

In 2018, the Federation received the SGS NGO Benchmarking Certification as proof of its conformity and compliance with best practices in governance, measured against the SGS NGO Benchmarking Standards.



EDUCATION



HEALTH



AGRICULTURE &  
ENVIRONMENT



INTEGRATED  
DEVELOPMENT

## ABOUT ADPP ANGOLA

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

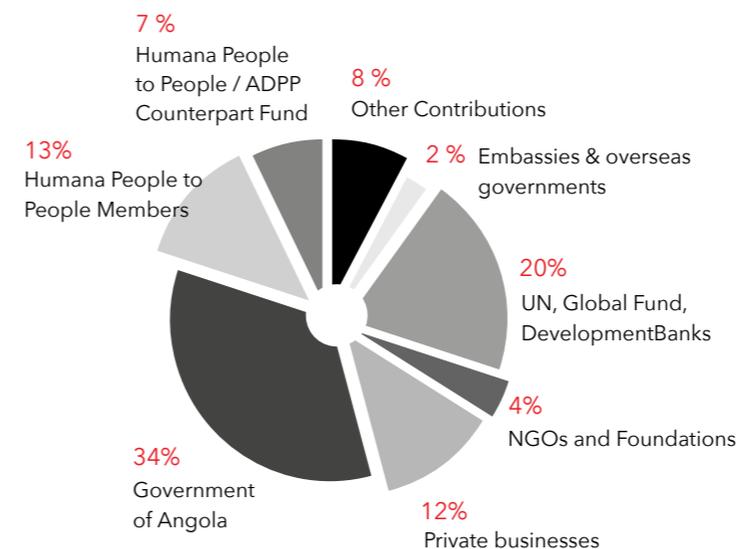
ADPP works closely with authorities and institutions at all levels, from state departments to local leaders, from hospitals to rural schools. ADPP also collaborates with other NGOs, churches, and community-based organizations to coordinate efforts and increase effectiveness.

Headed by a Board of Directors elected at the general assembly, all ADPP projects and funds are subject to an annual external audit, carried out to international standards by Ernst and Young. Strong governance has been a theme during the year.

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

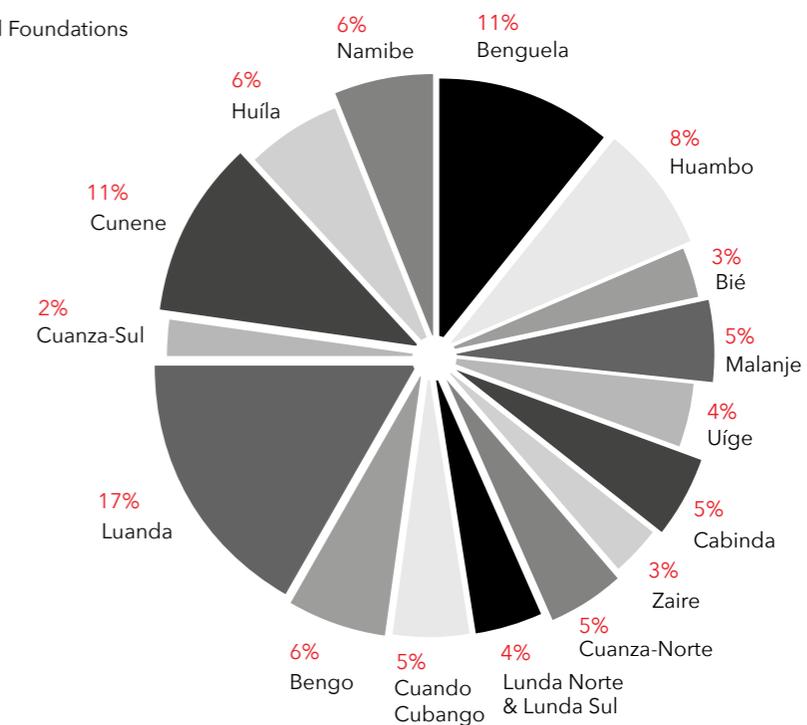
## ADPP FINANCIAL STATEMENT 2019

FINANCING PER SECTOR

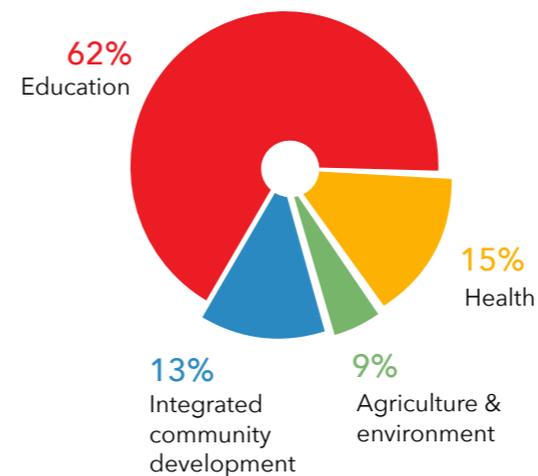


A solid mix of public and private partnerships in 2019 financed projects in 17 provinces. More than four fifths of expenditure was in provinces other than Luanda, while the education sector - teacher training, polytechnic schools, vocational and skills training and literacy - accounted for almost two thirds of spending.

EXPENSES BY PROVINCES



EXPENSES BY SECTOR



#Angola

#ADPPANGOLA

#Education

#Health

#Agriculture

#Environment

#Integrated Development

#globalgoals



Welcome to ADPP Angola

ADPP Angola is active involvement in development work with communities throughout the country. On our website, we show what can happen when people individually and collectively work to create development for themselves, their families and their communities.

[Read more](#)

www.adpp-angola.org



**ADPP** ADPP Angola

Sessão de treinamento e palestra sobre Gravidez precoce na Adolescência na escola primária do Mussequê. Os alunos e professores bem animados com muitas perguntas sobre o tema. TCE Ulga, Maqueta do Zombo. Projecto financiado pela [econominist](#) @humanista1999



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