

# ADPP

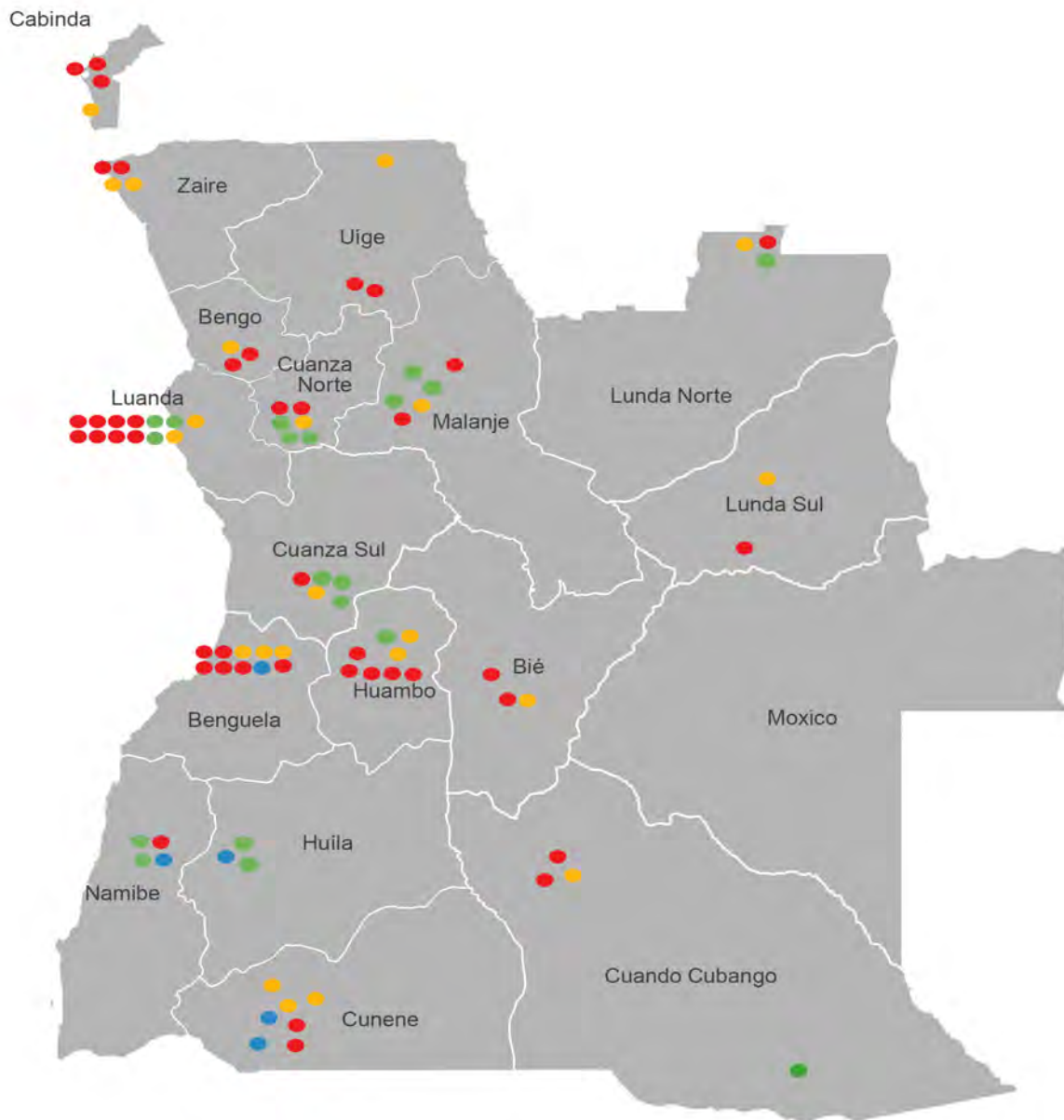
ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO



## ANNUAL REPORT 2022







## **EDUCATION**

**8**



## **HEALTH**

**20**



## **AGRICULTURE & ENVIRONMENT**

**34**



## **INTEGRATED COMMUNITY DEVELOPMENT**

**46**



## **DEAR FRIENDS, COLLEAGUES AND PARTNERS**

It is with great pleasure that we present to you our 2022 annual report, celebrating the efforts and achievements of people across the country who have gone above and beyond in our projects to make a positive and lasting impact in their communities. At a time when the country and the world have faced unprecedented challenges, from the Covid-19 pandemic to climate change, we have shown that through hard work, dedication, and compassion, progress is not only possible, but also achievable.

Our STEM project, focused on promoting quality science education, has been a great success. We have worked closely with the Ministry of Education, Teacher Training Schools and teachers to foster a love for science and technology among students and equip them with the skills and knowledge necessary for success in the 21st century. We have also partnered with numerous local NGOs to address community health issues, and organized community action on TB. Climate change affects us all, and we have been working with partners and communities to fight it through adaptation and resilience building activities.

ADPP Angola started in 1986 and having worked continuously through decades of unrest and war, we saluted 20 years of peace in 2022. We remain committed to the continued growth and development of the country. We also know that maintaining peace is an ongoing responsibility, one that we uphold each day as we work to improve our communities. As our “Communities in Action for Peace and Inclusion” project reminds us, peace is worth the effort. We extend our heartfelt gratitude to all those who contribute to building and preserving peace on a daily basis.

Rikke Viholm  
Chairperson of the Board of Directors  
ADPP Angola



# 2022 IN NUMBERS

**82**

Number of projects



**17**

Number of provinces



**64**

Number of municipalities



**1,300,000**

Total number of people reached





# OUR POINT

## EDUCATION MUST TRANSFORM

We are committed to providing education which goes beyond acquiring knowledge and skills to education which transforms. Our schools and vocational training projects provide education that is relevant, with a focus on hands-on learning and an eye to opening up the future. We train capable teachers who can have a transformative effect on rural communities. Through our vocational schools and staff capacity building programs, we empower people to become agents of change in their communities and society. Education is a fundamental human right and we prioritize lifelong learning, whether it be rural women learning basic literacy skills or teachers learning new approaches to STEM lessons.



## MORE IS NEEDED TO COMBAT TB

Since our 2018 Community Directly Observed Treatment (DOT) pilot project to improve treatment outcomes for people with TB, it has become clear that a massive effort is needed to tackle the disease. While TB is both preventable and curable, there is low awareness about the disease, and it is generally under-diagnosed. Many people with TB face stigma and have difficulty completing treatment. Community DOT helps ensure treatment adherence, but more is needed: increased awareness, reduced stigma, stronger links with clinics, active case finding, testing. Extra support is also needed for those affected by TB, as they often struggle with catastrophic medication costs, leaving minimal funds to cover their basic needs.





# T OF VIEW

## GIVE VOICE TO WOMEN FARMERS

Smallholder farmers are the backbone of Angola's agricultural sector, playing a crucial role in food production, food security, and rural economies. However, they are increasingly vulnerable to the impacts of climate change. With droughts, floods, and unpredictable weather patterns threatening their livelihoods, a people-centred approach is more essential than ever. Smallholder farmers, who are predominantly female, have an acute understanding of the challenges they face and should be actively engaged in identifying problems, setting goals, and developing solutions. Empowering women, in particular, can provide new momentum to the sustainable development of rural agriculture.



## LITERACY IS PART OF THE SOLUTION

Building community resilience is key in adapting to climate change. However, complex development challenges cannot be addressed by a single sector or intervention; they are also more than just a matter of financial resources. Integrated approaches are needed to address interrelated social, economic, and environmental issues. Impact is increased by combining the efforts of multiple stakeholders, and by promoting an inclusive approach where the whole community— including women, people with disabilities, minorities— are able to contribute to and benefit from interventions. In our experience, literacy plays a fundamental role in the solution, regardless of the challenges a community confronts.



# EDUCATION

Through our education projects, we support people in developing the vision and capacity to contribute to development, for themselves, their communities and the nation. Under the auspices of the Ministry of Education, and in close cooperation with the municipal authorities, we run 15 Teacher Training Schools, 8 Polytechnic Schools and courses for in-service teachers. We have provided literacy training for more than 130,000 people, and run a variety of vocational training projects such as tailoring or cookstove production, usually combined with entrepreneurship and incubation periods. We train potential project leaders at Frontline Institute and have a comprehensive capacity building programme for staff.







# EDUCATION



## TEACHER TRAINING SCHOOLS

**15**

Teacher Training Schools in 14 provinces

**3000**

Students studying in 2022



## POLYTECHNIC SCHOOLS

**8**

Polytechnic Schools in 6 provinces

**1029**

Graduates in 2022, 41% female

**14,734**

Primary school teachers trained since start in 1995, 33% female

**50,000**

Pupils taught by trainees in one-year teaching practice

**450**

Primary schools in 93 municipalities

**1500**

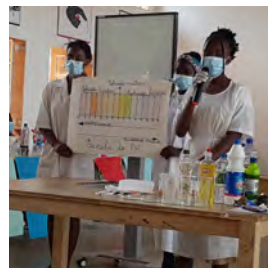
Students studying in 2022

**428**

Graduates in 2022 44% female

**3360**

Graduates since programme start in 2011, 42% female



**9650**

Literacy learners in 10 provinces



**775**

Primary schools involved in STEM, malaria, road traffic safety, WASH, culture or other projects



**SCIENCE, TECH,  
ENGINEERING AND  
MATHS FOR  
TEACHERS**

**7**

Teacher training schools in 3 provinces

**46**

Primary schools

**300**

Teachers

**350**

Trainee teachers

**400**

Lower secondary students

**5000**

Primary students

**1475**

Children in "TUPPI" community pre-school education

**3250**

Students in 6 primary schools benefiting from Art, Music and Physical Education

**3650**

Refugees benefiting from pre-school, primary or lower secondary school, literacy or vocational training

**235**

Teachers participating in 40 Pedagogical Sessions in-service training



**500**

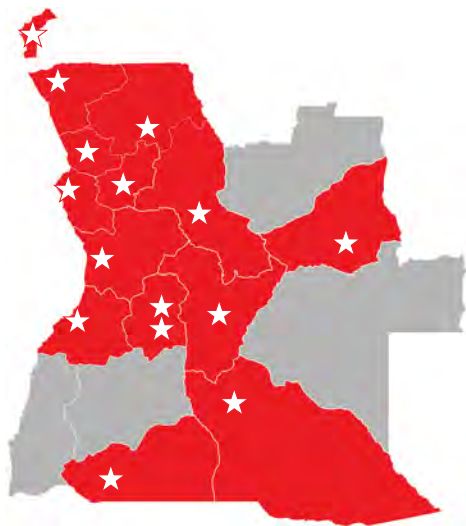
Women in 5 provinces in tailoring and entrepreneurship courses



**28,500**

Children taught about road traffic safety





# TEACHER TRAINING SCHOOLS



**15**  
Teacher  
Training  
Schools



**14**  
provinces

ADPP's teacher training schools offer a comprehensive 4-year programme that prepares young people to become primary school teachers, primarily in rural areas. Our goal is to produce capable, passionate, and determined teachers who provide transformative education, ensuring that no child is left behind and providing the community with the knowledge, skills, values, and attitudes necessary for sustainable development. Since 1995, our teacher training programme has been challenging, comprehensive, and stimulating, evolving to meet the changing needs of the country. A core aspect has been the focus on helping students develop academically, personally, and socially. While improving the teaching of math and Portuguese is crucial to raising education levels in rural communities, our trainee teachers also learn how to make a difference through science, horticulture, practical activities, healthcare, environmental actions, art, and culture.

In 2022, nearly 50,000 children benefitted from a full year of lessons from final year students in teaching practice, in addition to the hundreds of thousands being taught by the 14,734 teachers we have graduated since 1995.

ADPP trained teachers make a positive impact not only in the classroom but also through micro projects

in the wider community. They prioritize social and environmental responsibility by addressing global challenges such as poverty, inequality, and climate change while promoting values such as empathy, respect, and tolerance.



” ADPP does not train just any teacher. Of course, we have to train a teacher who teaches reading and writing, and we have to train a teacher who teaches children to do mathematical calculations and solve problems, but we also need a teacher who contributes to human development.

*Dr Luísa Maria Alves Grilo, Minister of Education, from her speech to ADPP key staff and headmasters celebrating 25 years of teacher training*



## EDUCATION



Strengthening Municipal Education Systems to Ensure Quality Education for All Children may be a long title but it encapsulates the essence of the project. As part of the government's decentralization programme, municipalities have increasing responsibility for making sure all children learn: that they are enrolled in and attend school, that teachers are qualified and motivated, that headmasters provide leadership, and that parents and the whole community are actively involved. All children in school, more children completing primary school successfully, a lower drop out rate, and reduced repetition are key outcomes of the "SMS" project.

Teacher Training Schools ADPP Malanje, Bié, Londuimbali and Benguela are collaborating with the education authorities, primary school directors and teachers, community members and project staff to improve the quality of education at 126 rural and peri-urban schools in the municipalities of Cacuso, Catabola, Huambo, and Baia Farta. Final year teacher training students have been practising all components of the project, from remedial lessons, Covid-19 recovery, child-centred quality education, classroom monitoring and evaluation, pedagogical sessions, and working closely with parents and PTAs.

**STRENGTHENING MUNICIPAL SYSTEMS TO ENSURE**

# EDUCATION FOR ALL CHILDREN





*As a mother, I really want to see my children go to school. With this new project, we are seeing that teachers are going from house to house, to raise awareness about sending children to school. It's something we've never seen before, a teacher taking us into consideration like this. I particularly enjoyed the visit of teacher Adérito who arrived at my house when I was busy working, but I stopped because I really wanted to listen to what he had to say. After all, it was about the education of our children.*

*Margarida Chilombo, from Londuimbali, Huambo, married with five children*



*The SMS Project came at just the right time for our school. I have learned a lot since it started in my school in Muhaningo. One of the experiences was the meeting I attended with other primary school headmasters from Bié, Londuimbali, and Malanje, where we reflected on the 20 Steps of School Management. Each analysed their management approach given the particular circumstances of their school. This helped me to reflect on how I have managed all the different areas at my school.*

*Avelino Paulino, Headmaster of Primary School  
BG 3014 in Muhaningo, Baía-Farta, Benguela*



*The head of the Municipal Education Department was excited about the activities to get parents and guardians to help their children to attend school, and about the strategies the project teachers have been using, like going from door to door to talk to parents. This has resulted in huge numbers of children at the schools. These activities are indeed having success.*

*Laurindo Arão Ngumbe, Statistical  
Coordination Office. Londuimbali  
Municipal Education Department, Huambo*



2022 saw the third phase of the STEM project, a highly successful collaboration between the Ministry of Education's National Institute for Teacher Training (INFQE), the private sector, and ADPP Angola to improve the teaching of science, technology, engineering and mathematics in schools. A series of manuals for primary and lower secondary education and a comprehensive training programme have had a marked impact on teachers and students alike, increasing understanding of the subjects, improving explanations and comprehension, linking theory with practical applications, developing collaboration and teamwork, and increasing enthusiasm for or interest in technical and engineering careers. To say the project has been transformative is no exaggeration, but what do participants say? The following quotes are from a "Most Significant Change" evaluation:

# STEM

SCIENCE, TECH, ENGINEERING AND MATHS FOR ALL







*The teacher now spends more time giving demonstrations than talking, and student knowledge grows. It is an opportunity for the student to experiment, with the guidance of the teacher. Now the students want to continue in class.*

*Dikwiza Kangala, National Institute for Teacher Training (INFQE) and  
Ministry of Education Focal Point for the STEM Project*



*Hands-on STEM exercises are good because they develop the students' knowledge. When I was a child, my dream was to graduate in petroleum engineering. Now thanks to the STEM project, I am even keener and more confident about graduating in this field.*

*Adriano Francisco Pedro,  
student at Escola Angola e  
Cuba No 3042, Luanda*



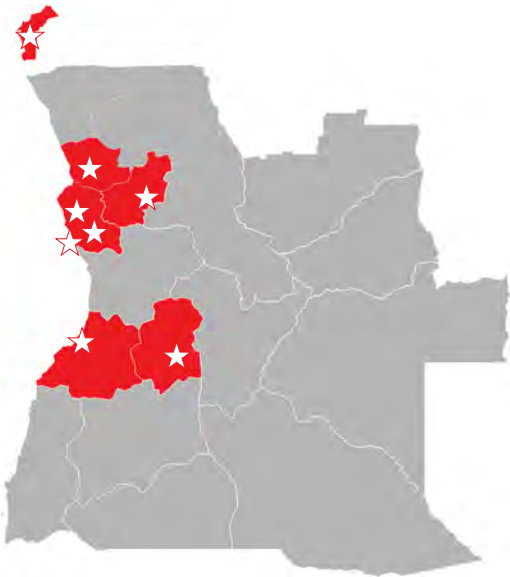
*Both teachers and students are evolving and everything that is learned is applied in practical lessons. The experiments are very good for the quality of teaching. Teaching is easier with better results. Now, students look forward to the next practical lesson.*

*Domingos David Teea, STEM trainer and teacher of biology and natural sciences at Mutu ya Kevela Teacher Training School in Luanda*

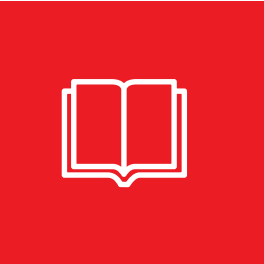


*STEM was very positive, teaching improved and was more comprehensive. Students' grades improved in mathematics and natural sciences. The neediest students and families can make a vegetable garden at home and adopt other practical experiments to help them get by.*

*Ivone Mateus, teacher at Primary School No 2028 in Ramiros*



# POLYTECHNIC SCHOOLS



## THE PROFESSIONS

- **FOOD PRODUCER**

Benguela, Cuanza Norte, Ramiro (Luanda)

- **PRESCHOOL ASSISTANT**

Cabinda

- **COMMUNITY HEALTH AGENT**

Cazenga & Zango (Luanda)

- **INFORMATION AND MEDIA ASSISTANT**

Cazenga (Luanda), Huambo

- **ENVIRONMENT PROMOTER**

Cazenga (Luanda), Huambo

- **ENERGY ASSISTANT**

Caxito, Cuanza Norte, Zango & Ramiro (Luanda)

- **TEXTILE ARTISAN**

Caxito (Bengo)

- **WATER ASSISTANT**

Benguela, Cabinda, Ramiro (Luanda)

- **MODERN COOK**

Caxito (Bengo), Cabinda, Cuanza Norte

Our Polytechnic Schools offer an education for young people combining a three-year lower secondary education (7th - 9th grade) with professional training in various fields, including “green skills” such as water, energy, food production, environment, and communication. The schools place a strong emphasis on school-community interaction, with supervised practical actions, work experience, open days, and private sector collaboration.

During the first year, students are introduced to new methods of learning and study 7th Grade subjects. In the second year, they focus on their chosen profession while continuing to study the national academic curriculum. The third year culminates in the Practical Aptitude exam, which tests the students’ theoretical and practical skills practiced throughout the education, as well as their ability to conduct independent projects and present the results. Students complete their lower secondary education by taking national exams.

Skills learned at the Polytechnic Schools such as critical thinking, problem-solving, solidarity and teamwork give graduates a solid head start, whether they seek employment, start their own business or, as the majority choose, continue their education. Some even find the practical skills they have acquired allow them to earn money to support their further studies.



*It is not enough for me to know how to produce food I also use my knowledge to show solidarity and help change the lives of the poor. People have a lot of potential and together we can help Angola grow.*

*Afonso, EPP Cuanza Norte, 9th grade, Food Producer*

# HEALTH

We work from the conviction that most diseases are preventable, treatable or curable, and that prioritizing preventive healthcare measures at family level- through Community Health Agents, for example- is paramount in improving community health. We actively support vaccination campaigns against childhood diseases and COVID-19, conduct community-based testing for malaria and HIV, work with community-based TB care, active case finding and linkages with health services. We also provide support for behaviour change on basic water and sanitation, nutrition, and other health-related issues. Our school-based health projects enable children as agents of change, further supporting house-to-house mobilization. Strengthening links between health service providers and communities is central to our work.





# HEALTH



## HIV/AIDS

**24,500**

Girls and young women organised in clubs

**2100**

People living with HIV/AIDS supported

**315**

Pregnant women supported in treatment adherence

**38,500**

HIV tests carried out

**2600**

Men who have sex with men reached with key messages by consortium members

**9600**

Female sex workers reached with key messages by consortium members

**195,000**

Condoms distributed

**21**

Community dialogue platforms created for people living with HIV

## COVID -19

**210,500**

People vaccinated



## TUBERCULOSIS (TB)

**14,750**

People with suspected case of TB referred for treatment

**4000**

People supported through community DOT

**23**

Municipalities with community DOT - TB support



## MALARIA

**175,000**

People reached with key messages on malaria

**3,500**

Families receiving information and support for behaviour change on malaria

**360**

Teachers and sports clubs leaders trained in malaria prevention

**290**

Schools active in community control of malaria



## SCHOOLS WITH HEALTH PROJECTS

**375**

Primary schools in **14** provinces actively organised in health projects.

**450**

Primary schools reached with health messages via trainee teachers.



## NUTRITION

**1400**

Women reached with lessons on nutrition

**95,000**

Meals served by community kitchens



**750**

Community health agents or activists in **8** provinces carrying out home visits on malaria, HIV/AIDS, TB, nutrition and/or primary health care



**28,500**

Children taught about road traffic safety



Halting the spread of HIV/AIDS is achievable, but it requires a concerted effort on the part of all. Through our two key HIV/AIDS projects in 2022, we have coordinated the efforts of 8 national NGOs. In the Community HIV/AIDS and Tuberculosis project in Benguela and Cuanza Sul, CAJ/CRUZ AZUL, ASCAM, OIC, and Cruz Vermelha have trained and organized 540 community health activists in 2022, reaching more than 250,000 people: girls and young women, sex workers, men who have sex with men, and HIV+ people, including pregnant women, new mothers and babies under 18 months, all of whom need support without judgement or discrimination.

The project reached all 22 municipalities in Benguela and Cuanza Sul.

Similarly, in the Community-Led Monitoring project in Lunda Sul, Huambo, Benguela, and Cunene we worked together with Mwana Pwo, ALPS, and ASPC in an effort to enhance the quality of HIV services at health facilities. By engaging with people living with HIV and healthcare staff, providing information through talks, identifying issues, and collaborating with stakeholders, the project has produced noteworthy outcomes in terms of generating corrective plans based on observations and information gathered.

# HIV/AIDS







*The first question I asked after hearing I was HIV positive was if I was the only one with this status, then I realized that besides me there are many men who have sex with men and many people who live with HIV and have a normal life. I am a beneficiary of your services, you also helped me to come out of the closet, helping me to show who I really am without the fear of being rejected.*

*Agnaldo, 40 years, Benguela*



*This Community-led Monitoring Project brings a productive approach in terms of raising awareness among the population and solving problems that afflict the health facilities.*

*Emanuel Ndisivike, nurse at the General Hospital of Ondjiva, Cunene*



*Thanks to the Community-Led Monitoring project, we have noticed a change in the way we are treated and the way our interests are being taken care of.*

*Albertina, mother to four children, all HIV+, Lunda Sul*



*10 months have passed since I was diagnosed as HIV positive. It was hard for me but here I am, facing HIV as a normal disease that does not have to be fatal.*

*Verônica, Caála, Huambo*



*Before, I did not know about how to prevent an early pregnancy, HIV and other diseases, but now I can share my knowledge with other girls so that they do not let themselves be fooled. I learned to value myself and to put myself in my rightful place, loving and respecting others in the same way I would like them to respect me.*

*Laura, 17 years, Girls' Club participant, Benguela*



The Sustainable Development Goals aim to end tuberculosis by 2030, but TB remains one of the leading causes of illness and death in Angola. Although preventable and curable, treatment of the disease is challenging. In collaboration with health authorities and clinics, we implement community-based initiatives for TB prevention, and to help ensure that TB patients complete their treatment. We create and support groups of “mentors” around each patient. We distribute food packages whenever available and are piloting sputum collection in the community.

In Benguela and Cuanza Sul, we identified and referred 14,750 suspected TB cases in the community to health facilities,

supported 4,000 TB patients in adhering to treatment, and screened their close contacts. Given the high rates of co-infection, we also trained community health agents in HIV counselling and testing. In Luanda, the project Combat TB: Combating TB and HIV in times of Covid-19, reached thousands of people through monthly campaigns, visiting markets, delivering talks at health centres, schools, and churches. Community Health Agents at both projects followed up on TB patients’ treatment from start to finish, supported family members, ensured that patients resumed treatment, and verified treatment conclusion or abandonment numbers, a complex task.

# TUBERCULOSIS





*I had started TB treatment in 2016 but I did not finish. The project's community health agent mobilised me to return to the treatment, but I would have to have some more tests done first, for which he gave me a form to take to the health centre. Thanks to this intervention, I was well attended. It's been one month since I started taking the medication. I'm getting better, and I can feel the symptoms I had before are now easing. Many of us in this community did not have sufficient knowledge and we were stuck at home with the disease.*

*Paulo, 21, Benguela*



Photo: UNDP Angola

Read more about how we are working to help strengthen health services & employ improved diagnostic tools and treatments to fight TB.





We implement comprehensive school and community programs to prevent and treat malaria. The urgency for action is apparent as many thousands of lives are lost to malaria in Angola each year, from millions of reported cases. To combat this, Community and School Health Agents in Zaire, Uíge, Malanje, and Cuanza Norte reach hundreds of schools, sports clubs and villages to spread key messages about disease prevention, recognition and treatment, so everyone gains a better understanding about the epidemics and can take action. A single lesson on disease prevention can reach the siblings, parents, relatives, and neighbours of each pupil in the

class. Additionally, community actions such as school patrols can expand the audience from dozens to hundreds, and adding a football tournament can reach thousands of people with key messages. Other activities in 2022 included house-to-house and community campaigns, Malaria Open Days, the commemoration of World Malaria, TB and AIDS Days, events during Malaria Week in SADC, coordination with municipal and provincial health and education departments, collaboration with local and traditional authorities, mobilization of pregnant women to test for HIV and join PMCT programs and local testing for malaria and HIV.

# MALARIA





*I'm a member of the Malaria Control Patrol. In my house, my mother did not want to sleep under a mosquito net. When my younger brother and I were sick and at the hospital, we met Community Health Agents giving a talk. The leader saw me, called my mother over, and presented us to the doctor so that the doctor could attend to us quickly. He gave us mosquito nets and the health agent showed me how to sleep under it.*

*António João Sanda, 6th Grade pupil, Zaire*



*The Community Control of Malaria project at our school created a very different environment in terms of disease prevention. The behaviour of the pupils and the families here has already changed. Project activities are saving the lives of people who previously had very little knowledge about disease prevention.*

*Manguês Simão, Principal of Primary School No. 07 of Km-13, Cuanza Norte*



*The Teacher Training School - ADPP Zaire has been organizing extracurricular activities at this school. For the past three years, there have been vector control campaigns, talks, debates, training seminars and awareness campaigns against malaria, tuberculosis, HIV and Covid-19. The positive impact that these campaigns have had among our pupils and in the communities has been clear to see.*

*Domingo Luís, teacher at Primary School 116, Zaire*



Pandemics are global problems requiring global responses. The Angolan Government received support from USAID to reach the WHO target of 70% of the eligible population vaccinated. Five current USAID partners were selected to boost vaccination uptake, with ADPP responsible for 12 municipalities in the provinces of Luanda, Cuando Cubango, Bengo and Bié.

The project focuses on rural and densely populated peri-urban areas, bringing vaccination to the people rather than the other way round, reaching vulnerable populations and remote communities.

44 mobile teams of vaccinators and registrars- including Ministry of Health nurses- have been highly effective in organising community and school vaccination campaigns, logging details and coordinating with municipal health authorities to ensure a thorough record of progress that also facilitates planning and ordering of materials. The teams collaborate and coordinate with school management, parents, traditional leaders and Municipal Health Departments to mobilise school pupils and members of the community.

# COVID-19

VACCINATION CAMPAIGN IN RURAL AND PERI-URBAN AREAS





*When vaccination against COVID-19 started here, everyone had to go to the vaccination centre, regardless of whether we were young, women or elderly. There were very few mobilizers, so many people avoided being vaccinated, claiming that they could be harmed by the vaccine. When this project came to our village, the mobilizers convinced us, and today, here in Quicangassala, I would hazard a guess and say that less than 15% have not been vaccinated. With ADPP setting up mobile teams in the municipality, everyone has mobilized their own family, friends and colleagues. Although health is individual, well-being belongs to the community.*

*Simão Andrade Neto. Farmer, 28 years old, Nambuagongo, Bengo Province*



*I've had my 1st and 2nd dose of the vaccine. The vaccine is very important and saves life. My advice for all the girls who come to get the Covid-19 vaccine is: I've already played my part, now it is your turn.*

*Biatriz Mariza, 14 years old, from Menongue, Cuando Cubango*



*As soon as we got to the village of Tchiwila, we were surprised by the village elder (the Soba) who immediately entered into action, mobilizing people by going from door to door, giving advice and talking about the benefits that the vaccine has and its great importance for human life. Soba Manuel helped us enormously, and we were amazed at the level of support of the village of Tchiwila in terms of organization and understanding of our work.*

*Bié Mobile Team*



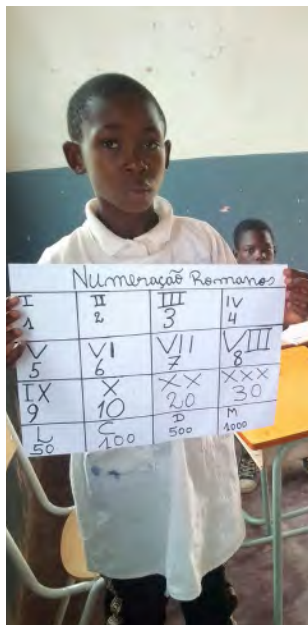
*The Municipality of Nambuagongo is one of the most extensive and second most populous municipality in the Province of Bengo. It has more than 100 villages and districts with very tricky access roads. ADPP and the Global Vax project have brought us a breath of fresh air in increasing the vaccination coverage rate, that has been rising daily. The teams have vehicles that support them in reaching the most distant locations, and they spare no efforts to achieve the goals they were created to reach. I have carried out several supervisions where I have seen the incredible commitment of team members.*

*Miranda João Jorge. Supervisor of the Ministry of Health PAV (Expanded Vaccination Program), assigned to Nambuagongo Municipal Health Department*



# 50,000 CHILDREN IN 93 MUNICIPALITIES

were taught by final year students from our 15 teacher training schools in supervised teaching practice in 2022.







# AGRICULTURE & ENVIRONMENT

By organizing and training people who live from the land, we galvanize communities, supporting them to improve their food security, protect natural resources, and adapt to the effects of climate change. Farmers' Clubs are central to our work, combining sustainable agriculture, leadership training, and entrepreneurship for family farmers. We incorporate literacy training as much as possible, and also look to promote alternative livelihoods as a means of adaptation. We work to bring renewable energy to people, whether at schools and clinics or on an individual basis. Clean cookstoves, tree growing and forest management all provide long term benefits for communities.





# AGRICULTURE & ENVIRONMENT



## FARMER'S CLUBS

**6950**

Farmers, majority female, trained in sustainable agriculture

**600**

People trained in entrepreneurship & livelihood diversification

**165**

Clubs/associations organised and trained

## WOMEN FARMERS SUPPORTED

**5725**

Farmers in literacy lessons

**3350**

Farmers / family members received their ID cards

**118**

Communities participated in land rights activities

**590**

Women's advocates, male and female, trained and active



**4250**

Charcoal efficient stoves constructed with families and in use





## WATER AND RENEWABLE ENERGY

**31**

Communities with increased access to water

**14**

Institutions with solar energy installed during the year

## SUSTAINABLE CHARCOAL AND FOREST MANAGEMENT

**300**

Young entrepreneurs trained in production of improved charcoal burners



**24**

Village Environment Action Groups active natural resource management



## GREENER VIANA

**738**

People organised in Environment Brigades

**100**

Participants on second hand clothes upcycling course



**24**

Communities with forest management plans



**60**

People trained in sale of upcycled materials

**15**

People making and selling improved stoves





Dark green shows provinces with current projects; lighter green denotes the location of previous agriculture projects.



# FARMERS CLUBS



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Farmers' Clubs are a framework for organizing and training community members in a range of initiatives aimed at cultivating sustainable agricultural practices, boosting economic growth, improving food security, and enhancing overall health and well-being. Based on the Humana People to People model, Farmers' Clubs are tailored to local needs, which in Angola can vary from province to province. A crucial component of the Farmers' Clubs model is the use of model fields, where plots of land are employed to showcase and practice new techniques and encourage knowledge sharing. Farmers develop confidence by working on the model fields and experience the benefits of novel techniques while generating income for the respective clubs, before introducing these methods to their own fields.

Since 2009, we have worked in rural communities organizing over 20,000 farmers into clubs, providing instruction in conservation agriculture, assistance in adapting to changing circumstances, crop diversification, as well as literacy and

entrepreneurship training. Typically, these projects result in crop diversification, harvest sizes doubling, and increased income. Organized groups of farmers can access inputs and training more easily from agricultural extension services, establish savings schemes, collectively organize access to markets and collaborate to achieve sustainable development.

In 2022, Farmers' Clubs were bustling with activity in 9 municipalities across Luanda, Cuanza Sul, Cuanza Norte, Malanje, Lunda Norte, Huíla, and Namibe. Farmers ensured a supply of fresh food for their families and local markets, processed crops to add value, enhanced nutrition, particularly among young children, saved money for healthcare, education, household essentials, and emergencies, attended literacy classes, produced maps for land rights, built latrines and hand-washing facilities, obtained birth certificates and ID cards, registered to vote, and opened bank accounts.

” *When I started with agricultural work, I grew crops just to feed my family. But now, I also work to sell a part of my harvest and make a profit. I can say that now I can balance my economy by selling my products at the Saturday's market.*

Cândida Madalena Hipo, 40 years old, Farmers Clubs Luanda

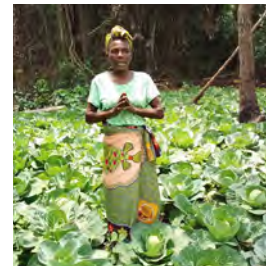
Support for Rural Women Farmers in Angola is breaking down the economic, social and cultural barriers faced by Angolan women, especially in rural communities where they are de facto powerhouses, but frequently lack rights and recognition.

Increased agricultural production, which in turn brings food security and greater economic power, forms the ground layer but, as the female farmers in the project are well aware, without further input, growth or development is often limited. This is where the other components come into play, with improved literacy opening doors and opportunities, land rights securing the immediate and long-term future, citizenship tools like birth certificates, ID cards, enrolment on the electoral register, and bank accounts permitting full participation in the economy,

and a network of Women's Advocates tackling gender-based violence. The combination of these activities is empowering the women with practical skills and knowledge to overcome barriers, and by working with the whole community, all members are on board and recognise the benefits.

Community land rights were in focus in 2022. As the project matured and 118 of the 120 participating communities had Working Groups, several of which were already creating maps and preparing documents, so the time was ripe for the first workshops that brought representatives of the Geographic and Cadastral Institute (IGCA), government authorities from agricultural, legal, and social departments, traditional authorities and representatives of the beneficiary communities together.

# SUPPORT FOR WOMEN FARMERS





”

*I have spoken to the entire youth group of my community in the fight to defend our lands, since youth are the wealth of the people of this community. We are going to fight to get our documents for the security of our lands and guarantee the future peace of mind of our grandchildren and great-grandchildren. Since we started hearing about the land law, we have become different people, fighting the sale of our lands.*

*Elisa Kiteque, single, 87 years old, from Kitula de Kaundi, Quibala, Cuanza Sul*



”

*It was very difficult to obtain ID documents because of the distance to the municipal capital, so we preferred to live without them. The Women's Advocates Leader did everything possible to remove this barrier, and he brought the civil registry officials and registered us in our own community. I now have my ID card and can proudly present birth certificates for our children. Now they will be able to study.*

*Teresa Mbimbi, mother of seven children,  
from Kamupapa in Bibala, Namibe*

”

*I didn't know how to read or write until the literacy class started. When I pass Module 3, I will again continue to study to motivate my grandchildren who are the new generation. It is never too late to study.*

*Ana António João, 47 years old, Cemitério District,  
Cuanza Norte*

”

*We are always learning and thanks to that our income has increased more and more.*

*Adelino kutonguinha, 78 years old, President of  
Kididi Farmers' Club in Barra do Cuanza, Luanda*

## AGRICULTURE & ENVIRONMENT

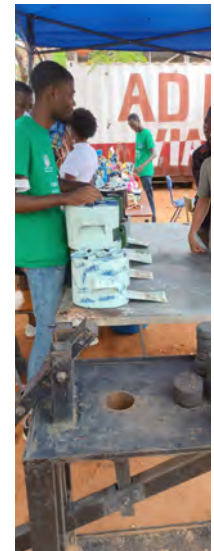
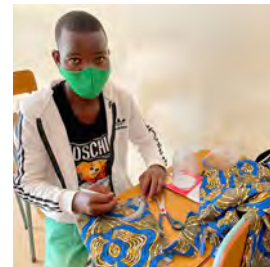
Green spaces in cities are highly beneficial for our physical and mental health. Trees and plants in general help against pollution, and where there is greenery and even soil, the high temperatures typical of cities can be mitigated. Go a step further and tackle waste, increase reuse and recycling, create an interest in improved stoves that reduce contamination, organise thousands of young people in Environmental Brigades to clean and embellish their neighbourhoods, and mobilise whole communities to develop environmental projects, and you have Viana Verde - Green Viana.

The project aims to improve the management of natural resources, as well as to mobilize women and young people in the urban districts of Zango and

Estalagem, Luanda, to participate in environmental actions, urban embellishment, planting trees and stimulating environmental education and entrepreneurship, through the recycling of paper, plastic, glass, metal and clothing.

Viana has a rich biological diversity- 25 years ago, it was green fields and farmland- and preserving the ecosystem is essential for the sustainable development of the municipality. The project has started skills training in sewing and in the transformation of second-hand clothes to add value, as well as a course in the production of charcoal burners. Both of these are coupled with training in entrepreneurship. Environmental brigades have been in action, and the first community events held.

# GREENER VIANA





*We need to talk about reforms, so that we can reduce the felling of trees and destruction of flora, promoting the creation of school gardens, with feasible plans, which allow, in a short period of time, to restore green spaces in the municipality of Viana.*

*Vânia Vaz, Provincial Director of the Environment, at the launch of the Greener Viana project.*



*It was very good to have participated in the Environmental Brigade training on the selective collection of rubbish and planting of trees, because there were sessions of theory, that helped us to understand environmental issues. The Viana Verde project is an instrument that helps many of us to work in the environment sector. Look, today I'm a brigade member in my community where I invited my parents, neighbours and friends to be part of my brigade.*

*Maria Francisco, Community Health Agent course, ADPP Polytechnic Zango, Luanda*



The benefits of clean cook stoves cannot be exaggerated. The stoves are efficient, produce less smoke and reduce cooking time. They need small amounts of fuel, reducing tree loss and the time spent collecting wood, a job which usually falls to women and girls. Moreover, projects producing clean cook stoves create jobs.



We worked with Women Farmers' Clubs in Cuanza Sul, Cuanza Norte, and Malanje to produce more than 4,000 double family stoves and instruct women how to use them. The ADPP Polytechnic Schools Caxito, Viana, Ramiro, Huambo and Cuanza Norte participated in a Sustainable Charcoal Project. Students,

graduates from EPP and local blacksmiths made more than 3,000 efficient charcoal burners in 2022, almost 2,000 of which were sold and the remainder distributed to women selected by local authorities. In combination with stove manufacture, groups of women learned how to make and sell charcoal briquettes from waste, reducing fuel loss and earning an income.



# CLEAN COOKSTOVES





2022 saw an important expansion of renewable energy systems at our schools. Joining the School Centre in Caxito, the Teacher Training Schools Bié in Catabola Municipality and Cuando Cubango in Missombo Municipality benefited from solar power installations that will last for many years, providing reliable energy 24 hours a day and demonstrating the way forward in the fight to reduce fossil fuel extraction and use. Around 400 teachers, students and other staff have seen their quality of life improve and the extended hours of electricity mean more time for education. Neighbouring communities

participating in events and activities at the schools also benefit. The relative facility of installation and maintenance and the high levels of performance of the systems installed makes their use in communities not served by the electricity grid highly recommended.



# RENEWABLE ENERGY



# INTEGRATED COMMUNITY DEVELOPMENT

We support locally-driven development, where communities are involved in prioritizing needs, deciding where to concentrate efforts, organising and taking action together. Our approach is inclusive, aiming to build a country of dynamic communities where everyone- including women and vulnerable people- contributes to and benefits from development. Typically we organize community action groups, which may be related to specific issues such as water and sanitation or natural resource management, or are tasked with prioritizing their general development needs. Leadership training, knowledge and links to relevant stakeholders all empower the groups.





# INTEGRATED COMMUNITY DEVELOPMENT



## INCREASING THE RESILIENCE OF COMMUNITIES THROUGH ACCESS TO WATER IN CUNENE

**23**

Water sources constructed or renovated

**39**

Communities with active water and sanitation groups

**36,000**

Direct beneficiaries

## INTEGRATED SOCIAL DEVELOPMENT IN HUÍLA AND NAMIBE

**12,500**

Families visited by community health agents

**1100**

Farmer Field School members

**65**

Schools involved

**7200**

People with access to clean drinking water

**250**

Young people in income generating activities



**31**  
Communities with increased access to water





## COMMUNITIES IN ACTION FOR PEACE AND INCLUSION IN BENGUELA

**45**

Communities involved in peace building activities

**165**

In-service teachers trained in peace building

**3400**

Youth Club members

**55**

Pre-service teachers trained in peace building

**15,500**

People involved in peace building activities



**158**

Community Action groups trained and active on water and sanitation, nutrition, environment action, or peace building



# INTEGRATED COMMUNITY DEVELOPMENT



The Integrated Community Development project in Huíla and Namibe improves water, energy, sanitation, and health issues for communities affected by drought and poverty. It also promotes sustainable agriculture, economic diversification, and income generation for youth, benefiting all sectors of the community. With the severity of the drought in Southern Angola, building community resilience and helping them adapt to climate change is crucial.

By the end of 2022, more than 7,000 people had access to drinking water, with new water points created, and dams renovated or built. The project had eight functioning solar energy systems, a further 18 underway to be completed in 2023. Over 1,100 farmers continued in Farmers Field schools, and entrepreneurship training was accelerated, along with alternative livelihood training such as tailoring. Community health agents, literacy classes, water and sanitation groups rounded off the integrated project activities.

# INTEGRATED SOCIAL DEVELOPMENT





*My life has always been dedicated to farming, which provides a living for me and my family. Being a farmer is the basis of human life, and that's why I dedicate my own life to it. Although I have been a farmer for a long time, I never learned new techniques. The project leader has been teaching us new techniques and we have been practicing them. I saw that I could increase my production in my own fields and I have also been encouraging others to do the same.*

*Arminda Tchipandia, Vice President of Búi-Munhino Farmer Field School.*



*I never knew about horticulture but now I have my own vegetable garden where I grow tomatoes, onions, cabbages, maize and more. I usually sell my produce to the retailer, who always come here looking for business, and sometimes I take produce to the municipal market to sell. I am very happy because today I do not go hungry like I used to.*

*Aina Jeremias Tyande, 27,  
mother of two children, Gambos, Huila*



*Today I feel like an authentic professional in the sewing business. I already earn money from dressmaking and I intend to earn even more, because, in addition to sewing, we also have lessons on how to run a business, and in entrepreneurship we have seen that ambition is a very powerful weapon for any individual's success.*

*Bombi Emília Quissengo*



*Where I used to be able to harvest around 200 kg of maize, and 140 kg of beans, I now harvest 480 kg of beans and 860 kg of maize, and this has helped my family a lot.*

*Joaquim Henrique, President of Mpthalo Farmers Field Schools*



# COMMUNITIES IN ACTION FOR PEACE AND INCLUSION



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Communities in Action for Peace and Inclusion (CAPI) is a community-based project in the rural municipalities of Cubal, Ganda and Balombo. Benguela Province. We are working with 45 communities to build understanding, trust and solidarity among people, against a politically, socially, religiously, ethnically and historically diverse background. By enhancing peace-building and conflict resolution skills among youth and adults, helping people catch up on literacy skills, complete their education, and obtain birth registration, ID and voters' cards, the project is providing the basic tools to relieve tension and promote more peaceful and inclusive communities.

Our peer-to-peer programme engages youth and children, creating youth clubs as a forum for project activities. In-service and pre-service teachers are reaching primary pupils with Education for Peace lessons. Community Action Groups are implementing community-driven micro projects to relieve

economic and other hardships that contribute to instability. Local leaders have attended training in conflict resolution, peace-building, and leadership, and women are fulfilling a role as peace-builders. Community forums bring members of the community and local police, health, agriculture, education, social and civil registry departments together to discuss intolerance, delinquency, domestic violence, school abandonment, public safety, women's land rights, citizens' rights and duties among other themes to enhance relationships.

A survey on citizenship, education/employment, family, health, and community development in early 2022 provided comprehensive information based on responses from school children, young people, adults, municipal administrators, traditional leaders and school headmasters.



*Today's talk "Can men and women do the same activities?" was a great opportunity to acquire new knowledge, new ideas that were unknown to me and that can revolutionize our mentality.*

*Januário Dangala, 41 years old, married, and living in Chico da Waite, Balombo, Benguela*



# INCREASING RESILIENCE

THROUGH ACCESS TO WATER



“Strengthening Resilience, Nutrition and Food Security” is a collaborative effort in Cunene, Huíla and Namibe to help smallholder farmers and herders in drought-stricken provinces of Southern Angola. ADPP and CODESPA are implementing three of the projects in Cunene Province, in the municipalities of Ombadja, Curoca and Cuvelai. The projects go hand in hand, with one aimed at increasing access to water, while the others concentrate on food security and nutrition. Without water, farming, herding, and basic sanitation become vulnerable if not impossible tasks.

ADPP is improving access to water in 39 communities, and working with local people to change attitudes to the care and use of water. Young members of these communities, organized in Water Brigades, have helped create or restore wells, build or renovate dams, construct water tanks and lay pipes. They have gained useful skills while earning a wage that has helped stem the exodus from rural villages while contributing to the economy. Water and Sanitation Groups have attracted more women than planned,

which is positive as they are prime benefactors as well as highly conscious of the importance of looking after water sources and keeping surroundings clean. Students at Teacher Training School ADPP Cunene organised community actions on water and sanitation during teaching practice and taught their pupils all about water. As ADPP increased the number of water points, so CODESPA developed agricultural production, established horticulture, and increased crop variety. These activities provided the basis for ADPP’s nutrition education and cookery demonstrations, helping improve the daily diet with fresh produce. Lessons on water and milk treatment and awareness on the nutritional status of children complemented the nutrition and cookery sessions, helping families stay healthy despite the drought.

ADPP and CODESPA also contribute actively to the wider FRESAN programme, collaborating with other national and international organisations to strengthen community resilience across the region.



## INTEGRATED COMMUNITY DEVELOPMENT



Development challenges are complex and require not only imaginative approaches but also financial resources. As social entrepreneurs, ADPP found ways of funding and implementing projects through generating funds from second-hand clothes as far back as the 80s. Although no longer the unique source of funding, clothes donations from members of the Federation Humana People to People in mainly European countries continue to support ADPP's social projects. Moreover, ADPP's activities in the second-hand clothing market have created job opportunities.

About 100 individuals are employed in Luanda, directly engaging in

sorting, production, and distribution of bales of clothes. Additionally, ADPP contracts 15 commercial agents across the country, enabling them to earn a livelihood by selling the bales. In 2022, approximately 2,000 women bought the clothes, typically in small bales of 45kg, and sold them in market stalls and small shops, providing employment to their family members.

Overall, hundreds of thousands of people, from urban centres to underserved rural areas, have benefitted from access to affordable and high-quality clothing.



# FUNDRAISING







Literacy promotes equality, whether social, economic or of gender, it opens up opportunities, builds self esteem and quality of life, and contributes to democracy and peace when everyone has equal access to the same information. In 2022, we provided literacy training for 9650 people, mostly women, in 10 provinces.



” When I began to go to literacy lessons, I did not know how to read or write, but now I no longer throw away any paper I find without first reading the content. I am very happy because I have taken an important step in my life.”

*Isabel Chilomba, Chingongo community*



# LITERACY





# ABOUT ADPP ANGOLA

ADPP (Ajuda de Desenvolvimento de Povo para Povo) stands for Development Aid from People to People. We work in the fields of education, health, agriculture and environment, and integrated community development. All activities are built on three pillars: a community-based perspective that empowers individuals, families, and communities to make positive changes in their own lives; close working partnerships with local, provincial and national government to promote sustainable development; and an integrated approach that links activities in education, health, agriculture and environment, and community development for maximum impact.

We work closely with authorities and institutions at all levels, from state ministries to local leaders, from hospitals to rural schools. We also collaborate widely with other NGOs and community-based organizations to coordinate efforts and increase effectiveness.

**CONTRIBUTING TO DEVELOPMENT SINCE 1986**

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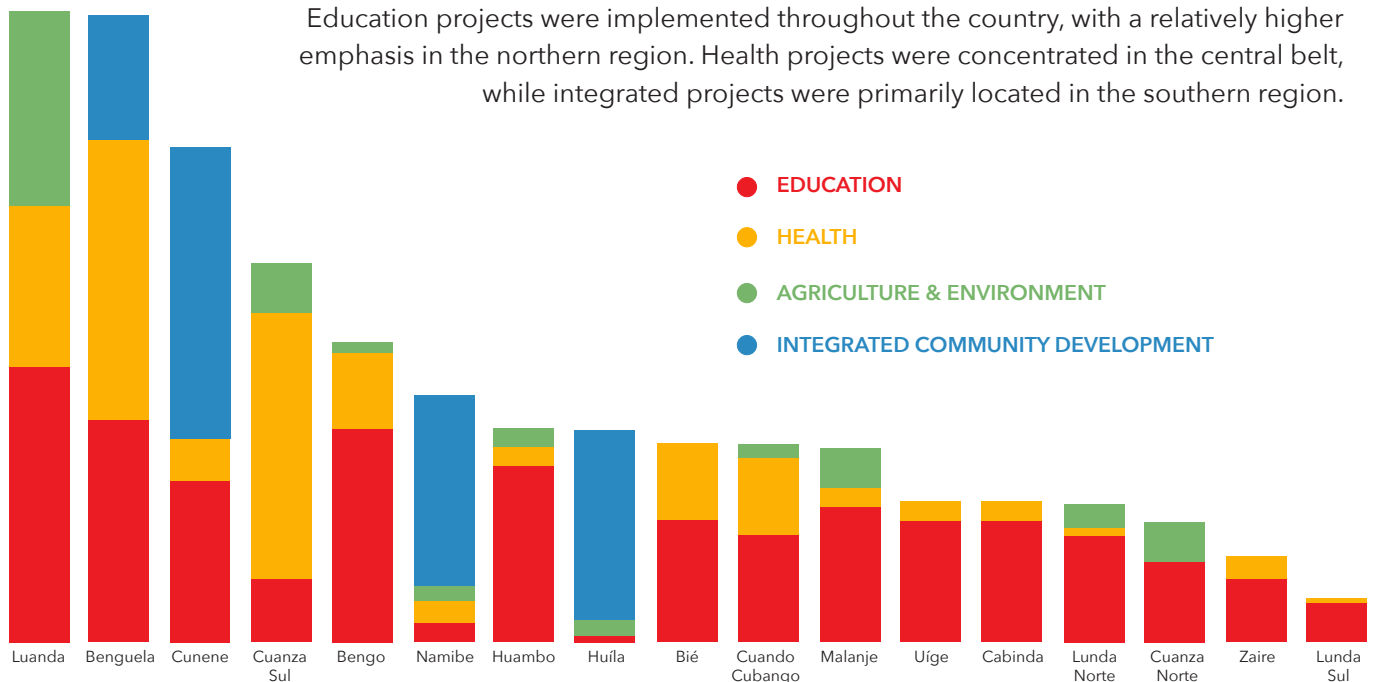


# ABOUT ADPP ANGOLA

Ajuda de Desenvolvimento de Povo para Povo (ADPP) Angola, Development Aid from People to People in English, is an Angolan non-governmental organization. We were founded in 1986 and officially registered with the Ministry of Justice in 1992, and with IPROCAC (Institute for the Promotion and Coordination of Community Aid) in 2017. Our organization is governed by a Board of Directors, consisting of five members who are elected annually at the general assembly. To ensure transparency and accountability, all of our projects and funds are subject to an annual external audit conducted by Ernst and Young, in accordance with international standards. Additionally, individual projects undergo separate audits as per partnership agreements. Our staff is guided by a comprehensive set of policies that are updated regularly. We conduct rigorous monitoring and evaluation of all our activities to ensure accountability for project participants and partners.

## ACTIVITY BY PROVINCE

In 2022, the majority of our funds were allocated to Luanda and Benguela, each receiving just over a 14% share. In Lunda Sul, with the lowest expenditure, we operate a Teacher Training School and a Community-Led Monitoring HIV project. Our projects spanned across 64 municipalities, with a focus on rural and suburban areas in the provinces. Education projects were implemented throughout the country, with a relatively higher emphasis in the northern region. Health projects were concentrated in the central belt, while integrated projects were primarily located in the southern region.



## VISION

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

## MISSION

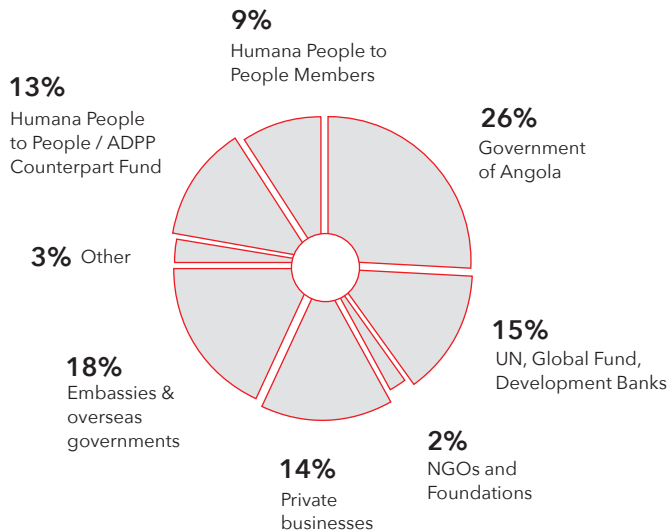
- To promote solidarity between people
- To promote the economic and social development of Angola
- To promote a better life for the underprivileged and those most in need.



In 2020 ADPP was awarded the SGS NGO Benchmarking Certification after an external audit of its conformity and compliance with best practices in governance.

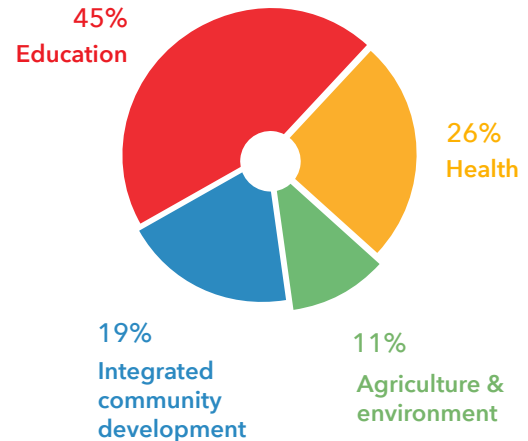
## INCOME BY SOURCE

Our funding profile reflects our commitment to maintaining a diverse array of partners, with a strong balance of funding from the Angolan government, multilateral and business partners, as well as our long-term Humana People to People partners.



## EXPENSES BY SECTOR

For the first time, expenditure on education accounted for less than half of our overall expenses. This, however, reflects an increase in expenditure on other sectors, with just as many education activities as ever.





# CROSS-CUTTING ISSUES

## GENDER

Gender equality is not only a basic human right, but also a critical element for sustainable development. Gender inequality meanwhile is detrimental to women and girls in all aspects of their lives, including education, healthcare, economic opportunities, and political representation. We prioritize a gender transformative approach in our work, for example, promoting equitable power dynamics between young men and women in our schools, ensuring that women hold decision-making positions in community projects, and engaging men and boys in achieving gender equality.

## PRIVATE PUBLIC PARTNERSHIPS

We have long recognized the importance of public-private partnerships as a means of leveraging the strengths of both sectors to achieve sustainable development. For example, to create a more vibrant rural economy, our projects combine private sector investment with government strategies to improve infrastructure, access to finance, and agricultural extension services. Similarly, to increase the number of science graduates, private sector investment in science education can be matched with government efforts to improve the quality of teacher training. It is a win-win situation for the partners, but especially for communities who benefit from the integrated approach.





## CIVIL SOCIETY

ADPP is a leading civil society representative in Angola, advocating for Angolan CSOs at national and international levels. We are active members of the Global Fund Country Coordinating Mechanism and lead a consortium of smaller NGOs implementing Angola's community HIV/AIDS and TB activities. We hold the vice presidency of ANASO, the umbrella organisation for NGOs working with HIV/AIDS, and are active members of the National Forum of Malaria partners. We represent Angola on the SADC regional mechanism on TB in the mining sector. Over the past decade, we have provided sub-grants to nearly 20 organizations, with an additional 10 planned in the future, prioritizing technical assistance and training to sub-grantees as well as providing much needed financing. As an Angolan NGO, we hire people from rural areas and provide on-the-job training to build their capacity and support local development.





# PEOPLE TO PEOPLE



**WALTER ALEXANDRE**  
Director, ADPP Teacher Training  
School Cuando Cubango

By assuming the commitment to train a teacher, we take on the noble task of contributing to the improvement in the efficiency and quality of teaching at a school and providing a unique and complete educational experience for each child. In addition, we need to continue working on our teaching model, which offers a variety of resources to students who can develop new skills and, with that, become more confident and capable professionals to deal with the needs of teaching in the present, but mainly in the job market of the future.



**EMÍLIA MOCO**  
Director, Polytechnic ADPP Benguela

For me, vocational training can transform the lives of many people, providing better job opportunities. My big dream is to extend the polytechnic schools to all provinces of Angola, as they offer quality basic professional training, with a specific program where modern methods are predominant, thus giving opportunities to adolescents and young people to gain a profession that generates self-employment to improve the quality of life, the diversification of the economy and the socio-economic development of the country.



**MATIAS MALENGUE**  
Leader of the Tuberculosis Community  
DOT project in Cuanza Sul province

My big dream in combating TB in communities starts with preventive health measures and promoting well-being, as people with healthy habits have a lower risk of developing TB. For people with TB, we need to make sure they are diagnosed and have people to help them. We need to get services to people in the community and improve their nutrition to make treatment easier. Making sure everyone knows the symptoms and that they have to get treatment is important, and we have to fight to combat stigma and discrimination in communities.

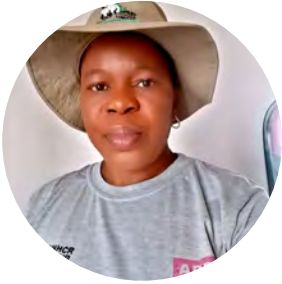




### **ANOT SANTOS**

**Member of the Board of Directors, ADPP Angola**

For the promotion of gender equity and better female involvement and performance in decision-making, it is necessary to strengthen knowledge to stimulate resilience, foster innovative and transformative actions, promote environmental education, local economy, food security and nutrition. My dream is for us to continue contributing to women's knowledge on preserving the environment, promoting the local economy, utilizing traditional healthy foods, ensuring food and nutritional security and in innovating.



### **SPELELE MUSONZA**

**Leader of the "Education for All" project in the refugee camp and surrounding communities in Lunda Norte**

Since I started working with refugees in 2019, I have learnt many things, the most important of all being sustainability and self-dependence, refugees need to be trained, empowered in different ways and be integrated into society- that is the ultimate goal. On education, after we introduced formal education we have set our standards in the school, our students have scooped prizes during provincial competitions, these students are well equipped with knowledge and skills thereby being ready to create a better future and contribute to economic development.



### **MARCIAL PASSILE HANDA**

**Responsible for community development projects, ADPP Project Coordination**

Integrated community development to me means local responses to global challenges. My dream is to continue working together with individuals in the most remote communities, inspiring them to envision a brighter future. Every individual, regardless of their economic, religious, cultural, political, or academic background, has the potential to drive positive change in their community. With dedication and adherence to the principles of diligence, self-help, and cooperation, every person can contribute to the transformation of their community.



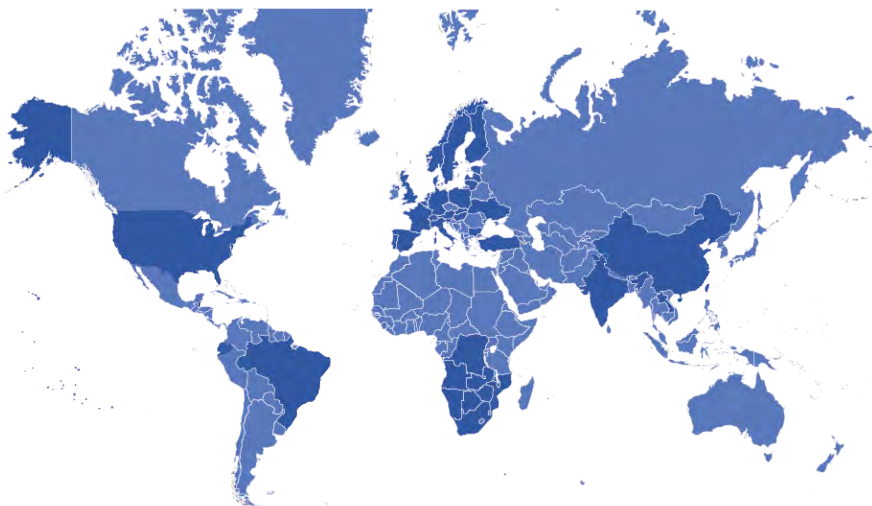
### **VICTOR SÉRGIO JOAQUIM**

**Partnership officer and leader of ADPP promotion**

In project implementation, it is important to think about communication and visibility, so that the activities have a greater impact. We want to keep people informed of what we are doing, at the same time raising awareness of things like malaria or HIV, and this encourages more people to get involved. We show the impact on the work of our colleagues, project participants and in the communities. My dream is that all the people-to-people actions carried out by ADPP Angola are known throughout the world. Together we can develop rural communities in Angola!

# HUMANA PEOPLE TO PEOPLE

**Humana People to People** spans the globe through 29 independent national member associations committed to tackling some of the world's major humanitarian, social and environmental challenges.



We are co-founders and members of the Federation for Associations connected to the International Humana People to People Movement. It comprises 29 independent national member associations.

Our common agenda is to protect the planet, build communities and support people by connecting them with others in transformative programmes, unleashing their potential for positive change and action.

The Federation supports the members in delivering critical on-the-ground programmes across Africa, Asia, Europe, North America and South America. This support includes programme development, project management and operations, financial management support and help to promote our common agenda and gain influence through important relationships and partnerships.

The activities of the Humana People to People movement are aligned with the UN 2030 Agenda. Together with the people in the communities and our numerous partners, we continue to stand by countries as they strive to meet the Sustainable Development Goals, creating lasting positive change in the process.



ADPP Angola is a co-founder and member of the Federation Humana People to People



Read our 2022  
newsletters



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