

VIAGEM DE PARTICIPANTES DO PROJECTO 'PUBLICACAO COMUNITARIA' A ZIMBABWE



21 Setembro ate 28 Setembro 2001

Relatorio final

CONTEUDO

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2. ACTIVIDADES
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1. INTRODUÇÃO

Este relatório espelha os sete dias da nossa visita de intercâmbio de experiência ao Zimbabwe e as actividades realizadas nos dias 21 a 28 de Setembro do ano 2001, pelo Projecto de Publicação Comunitária.

O Projecto no Huambo, já tem um impacto para o desenvolvimento das comunidades. Mas em volta de uma realidade de receber e dar a sabedoria, uma equipa de cinco pessoas do Huambo, encabeçada pelo coordenador do projecto; 2 membros dos grupos da comunidade (Lossambo e Samacau); 1 membro da equipa de Mobilização Social do Projecto de Água e Saneamento e 1 Desenhador da Coordenação, visitou Zimbabwe com os seguintes objectivos:

- Conhecer as estruturas administrativas e organizativas da coordenação de Publicação Comunitária do Zimbabwe.
- Ver e viver a maneira como os grupos estão constituídos e organizados e como alcançam os seus objectivos.
- Replicar as experiências de ambos os países no cumprimento e melhoramento do programa.

2. ACTIVIDADES DESENVOLVIDAS

Dia 17 Setembro - Partida do Huambo para Luanda, da comitiva constituída por Júlio Paulo Quintas; Bento Antunes; José Pataca; Daniel Martinho e António Koyakala.

Dia 21 Setembro - Viagem pela TAAG de Luanda para Zimbabwe (Harare). Logo a nossa Chegada estavam a nossa espera a Kathy Bond Steward, em companhia dos senhores Amon Tsabola e Maxwell Muchemwa, levaram-nos ao escritório do ACPDT (Africa Community Publishing and Development Trust) onde fomos alojados e apresentados.

Foram visitados 22 grupos em 12 aldeias, a mesma foi acompanhada pelo ACPDT a qual actua nos grupos como uma equipe facilitadora, encorajadora, monitorando os trabalhos dos grupos de 6 em 6 meses.

Através das actividades dos grupos o ACPDT tem procurado doações para o programa através de contactos a nível de outros países em especial na Holanda e a nível local. Esta organização e os grupos têm na sua bagagem:

A produção de Livros sobre educação na vida familiar.

Advocacia com o governo local e democracia.

Dia 22 Setembro - Encontro e análise de programação e contexto dos projectos de Publicação comunitária no Huambo e no Zimbabwe com a participação de 8 elementos, dos quais 5 de Angola e 3 do Zimbabwe, incluindo o tradutor. Este encontro serviu para pôr em contacto ambas as partes as actividades realizadas nos programas dos dois países.

VISITAS DE COMUNIDADES NO NORTE DE HARARE - 23 À 26 DE SETEMBRO DE 2001

Durante 7 horas por estrada foi a duração da viagem de Harare para Simchembu onde podemos visitar as aldeias de Gokwe, Vhumba, Ntobolo, Simchembu 2, Nenyunga B, e Sabala situadas a Norte da Capital. Estes têm características diferentes tanto no aspecto organizativo como económico de cada zona. Salienta-se que eles pertencem à uma tribo minoritária do Zimbabwe com uma situação de pobreza muito crítica, apesar das grandes diferenças os grupo são fortes com uma visão de mudança para as suas comunidades.

ACTIVIDADES REALIZADAS PELOS GRUPOS

Sabala

Pertence a uma família de poucos lucros, fala a língua Tonga eles mostraram no encontro:

Oração que é um acto de união para qualquer actividade.

Exibição de danças e músicas pelos artistas locais do grupo Bwaca Band.

Planificação da produção do livro de pobreza.

Tradução de livros na língua Tonga e preparação de músicas locais para a gravação.

Vhumba.

O grupo desta aldeia tenciona realizar as seguintes actividades:

Costura e implementação do projecto da moagem de milho.

Abertura de uma clínica.

Possui 3 livrarias, estas beneficiam professores, alunos e a comunidade.

A escola primária desta localidade tem matriculado este ano lectivo cerca de 1473 crianças das quais, 730 rapazes e 743 raparigas.

Tem cerca de 15 pré-escolas a nível da aldeia.

Ntobolo

Tem uma Olaria.

Estão a preparar blocos melhorados para a construção de uma casa de publicação Comunitária.

criaram um jardim onde os grupos e outros membros se encontram para realizar reuniões.

Têm duas livrarias que servem as comunidade e as escolas locais

Criaram 3 grupos de crianças extra- escolares que estavam fora do sistema de ensino

Têm 2 pré- escolas, que preparam crianças de 3 a 5 anos para frequentar a escola.

Tencionam construir uma pequena indústria para o fabrico de sabão caseiro

Têm 1 padaria.

Turmas de alfabetização.

Realizam regularmente pesquisas de problemas que afectam as suas comunidades.

Simchembu 2

Este grupo trabalha com crianças extra- escolares.

Tem 2 senhoras contadoras de histórias destacando a história de Elefantes e de uma criança que atravessou o rio Zambeze.

Estão a pensar em implementar pequenos projectos de padaria e fabrico de sabão.

As crianças pré-escolares já conseguem ler e escrever sem receio e demonstração de ginásticas.

Nenyunga A

O programa de histórias individuais começou em 1997.

Realizaram pesquisas sobre problemas de estradas, ponte, pobreza, água e saneamento, actividades extra-escolares, abertura de livrarias e literatura de adultos.

Tem um grupo de jovens dedicados a apresentação de dramas.

A escola primária tem 700 alunos e 19 professores dos quais 5 estão noutras escolas satélites porque antes, as crianças percorriam 30 Km para chegarem à escola e corriam perigo de serem atacadas pelos Elefantes, mas com a construção destas escolas o problema diminuiu.

Nenyunga B

Participaram neste encontro 4 grupos assim distribuídos: Nenyunga B, Chitekete, Maleka e Thulalele Choir.

Tem 4 mulheres líderes.

Na sua maioria são camponeses.

Estão a ministrar aulas de alfabetização, círculos de estudos e criação de livrarias.

VISITAS DE COMUNIDADES NO SUL DE HARARE - 27 À 28 DE SETEMBRO DE 2001

De Simchembu para a região Sul província de Bulawayo no parque Nacional de Matobo tem uma distância de 1282.7 Km. Neste local permanecemos durante dois dias.

É um povo com uma situação diferente, com uma economia equilibrada embora a sua história revela muita violência causada pelo estado. É a zona onde se encontra a maior oposição do país.

A nossa actividade começou com um encontro da equipa coordenadora do programa **Lhawu**, que é constituída por um director de criança, secretária e assistente de livrarias. Neste encontro tomamos conhecimentos das actividades realizadas pelos grupos assim como pudemos ver as suas futuras realizações. Esta zona tem 4 unidades ou grupos na qual estes grupos são constituídos maioritariamente por mulheres. As 4 unidades existentes pretendem:

Realizar pesquisas nas vilas com o apoio dos líderes Locais, bem como fizeram pesquisas de recolha de fundos para a elaboração do livro com o título "Nós também somos ser humanos".

Criar 8 livrarias nas escolas para apoiar as comunidades e os estudantes, livros que foram doados pela Organização (África Book Development Trust).

Visitamos ao programa Undondolo, que teve inicio em 1998. Tivemos encontros com os grupos Silungudzi A, Silungudzi B, Shumbeshabe e Dombeshabe na escola secundaria (White Water); Grupos de aldeias de Njelele e Halale.

Os 4 primeiros grupos realizaram actividades tais como:

Criação de 6 livrarias comunitária.

Realizam Workshops mensalmente onde discutem os seus problemas;

Os líderes reúnem com os mobilizadores e secretários mensalmente;

Levam a cabo a campanha de sensibilização sobre o SIDA.

Njelele

É uma comunidade que vive da agricultura cultivando principalmente algodão e tabaco mas estas culturas foram arrasada pela seca o que tem provocado muita fome aos populares, na qual muitos deles tiveram que colher frutos silvestres para aliviar a fome.

Um grupo de dança tradicional que a tempos participou no festival a nível do distrito na qual saíram em primeiro lugar.

O grupo de Publicação Comunitária tem no seu programa, plano de construção de uma livraria comunitária.

A arte neste grupo é um ponto forte agrupando todos os artistas das comunidades com talentos além desta são fortes em escrever poemas.

O grupo de drama realizam Workshop, exibem e têm na manga a gravação de músicas com um dos melhores músicos do país o Albert Nyathi

Halale

Este povo sofre consequências da comunidade Njelele embora com acções diferentes.

Construíram livrarias nas escolas para promover a habilidade de escrita nas comunidades;

Fundaram mais de 5 círculos de estudos que servem para capacidades e ensinando as pessoas como começarem ou angariarem fundos.

O grupo de dança tradicional feminina procura manter junto as comunidades a transmissão dos seus costumes e hábitos preservando as tradições, da montanha sagrada, que mostra de onde saíram e aonde vão.

As mulheres desempenham um papel importante nas decisões do comité do grupo.

ACTIVIDADES REALIZADAS PELOS GRUPOS

Pré-escolas – Começaram pelas pesquisas e como resultado concluíram que tinham muitas crianças fora do sistema escolar, porque estas não tinham pais e nunca tiveram acesso à escola. Antes deste processo arrancar o ACPDT ajudou a treinar os professores durante 6 meses e os três melhores professores, foram escolhidos para treinarem os outros, as crianças foram organizadas em grupos para escreverem suas histórias e na sua maioria eram tristes. Este programa tem facilitado as crianças terem lições antes de irem a escolas e tem sido apoiado pelos Directores de escolas. A formação das pré-escolas foi para reduzir o índice de analfabetismo; de maneiras a inserir-se na sociedade. Estão matriculadas 165 crianças que se juntam com os professores três vezes por semana durante 3 horas. Fazem trabalho de campo, construção de pilares e dramas.

Pela primeira vez, pensaram que eram diferentes de outras crianças, agora já estão envolvidas com aquelas que vão a escola.

Extras-Escolares – É um programa que visa a diminuição do analfabetismo, que tem como objectivo inserir aqueles que não têm acesso a escola na sociedade. Neste momento têm crianças com idades entre os 6 à 14 anos que aprendem ginástica e drama, com cassetes de vídeo deste trabalho gravados. Isto foi motivo do seu reconhecimento pelo governo. O ACPDT foi a primeira Organização que atraiu atenção do governo para as crianças que não vão a escola.

Livrarias – Através das pesquisas feitas pelos grupos foi concluído que muitos participantes não foram educados, passaram para a 7ª classe e não conseguiram avançar devido à falta de finanças e livros. Começaram com três livrarias e agora contam com 17 desde Nenyunga até Vhumba. Foram treinadas pessoas das livrarias onde aprenderam como devem controlar e distribuir livros. Após esta formação passaram a realizar acções com as suas comunidades.

Gestão das livrarias – Criaram regulamentos para a protecção dos livros, prazos de entrega, multas para casos de má conservação ou atrasos no prazo de entrega. São beneficiários os alunos, a comunidade e professores.

Encontro de avaliação

Participaram neste encontro as duas equipes, Angola e Zimbabwe. Debateram-se questões sobre os trabalhos realizados durante o tempo de estadia neste país, que se consideraram positivos. Desta feita a equipe angolana lamentou apenas a falta de pontualidade por parte da equipe coordenadora ACPDT do Zimbabwe, quanto ao cumprimento no início dos programas. Também foi tema de discussão o significado de Chiyumbunuzyo e orações bem como o surgimento das pré-escolas e actividades extra-escolares. Desta feita os grupos ficaram muito entusiasmados pela visita da equipe angolana, queixando-se apenas da falta de uma mulher na equipe.

3. RESULTADOS

Foram positivos e alcançados, porque permitiu-nos conhecer e adquirir novas experiências sobre desenvolvimento comunitário integrado, valorização da cultura e treinamento de liderança.

Pontos Fortes dos grupos

Os Grupos ou Unidades – são fortes e activos porque foi visível a autonomia e segurança, verifica-se pela facilidade com que exprimem propostas e críticas. Notamos que dentro de cada grupo existe outros Núcleos: desenhadors, músicos, contadores de histórias, artesãos, professores de pré-escolas e extra-escolas.

A liderança de cada grupo é constituída por:

- Coordenador.
- Mobilizador.
- Conselheiro.
- Secretário.
- Tesoureiro.
- Mensageiro.
- Assistente de livrarias.
- Coordenador de literatura.

Estes realizam Workshop uma vez por mês durante todo o dia, onde abordam questões como:

- Produzir um livro.
- Organização de trabalho.
- Pesquisas.
- Problemas da comunidade.
- Identificam pessoas com talentos a desenhos, drama, música, poesia etc.

Antes da chegada a aldeia de Vhumba, visitamos uma área sob jurisdição de Simchembu 1 onde estão a confeccionar blocos para a construção de uma casa de Publicação Comunitária que será equipada de placas solares e equipamentos de informática, para a produção de pequenos livros com ajuda do ACPDT.

Papel da Mulher - Em todos os grupos as mulheres constituem a maioria e estas têm um papel muito importante em todo o processo e nalguns casos assumem a liderança; dirigem as reuniões, apresentam relatórios e têm um espaço considerável. Por exemplo em Matobo existe uma mulher Soba e uma Conselheira.

A mulher comunitária do Zimbabwe ocupa um papel determinante na liderança.

Chiyumbunuzyo - Significa revelação, este nome veio do agrupamento de várias histórias da tribo Tonga, que foi escolhido pelo grupo, segundo a língua nacional.

Orações – São feitas pelos grupos antes de cada actividade, porque segundo eles acreditam em Deus, serve-lhes como uma ferramenta para juntar as pessoas a se expressarem melhor e esta é uma maneira de unir os povos, mesmo para os que não frequentam a Igreja.

4. LIÇÕES APRENDIDAS

- 1- Estruturação de Liderança.
Fortificar a estrutura dos responsáveis dos grupos de maneira a que cada um desempenhe bem as suas tarefas.
- 2- Estruturação e objectividade de Pesquisas
A pesquisa deve responder a demanda da sociedade.
Apresentar os resultados envolvendo todos os participantes, isto deve ser feito pelos grupos.
- 3- Enquadramento das crianças e Jovem no programa.
- 4- Promoção de Workshop a nível do País que trate de temas que afectam as comunidades. Ex: Dar a conhecer a Constituição do País; Direitos Humanos
- 5- Transferência de Capacidade feita pelos chefes dos grupos, de maneiras que a comunidade participe activamente nas resoluções dos seus problemas.
- 6- Criatividade dos grupos
- 7- A parceria que existe entre grupos e escolas.

Recomendações

Para aplicar esta experiência aos grupos será necessária uma reestruturação na liderança; serem criativos e fortes.

Perspectivas

Com estas visitas pretendemos melhorar o sistema de liderança e dinâmica nos grupos.

Agradecimentos

À Direcção da DW, pela atenção e apoio que nos foi dada em todo o processo da Viagem.

À Organização Zimbabweana – ACPDT, pela hospitalidade e a forma carinhosa em que nos acolheram.

Huambo, aos 9 de Outubro de 01.

ANNEX

REPORT ON THIRD MISSION TO SUPPORT COMMUNITY PUBLISHING IN HUAMBO, ANGOLA 2 NOVEMBER- 16 NOVEMBER 2001

23 November 2001

OBJECTIVES

The objectives of the mission were:

- to strengthen community leadership

- to improve the quality of writing

- to find out how community publishing could be integrated in all Development Workshop activities

PROGRAMME

See outline attached. The programme included the following activities:

- meeting with the community publishing groups

- workshop on Community Leadership

- debate on Writing and Development

- studying all the documents produced

- meetings with the community publishing team and the DW staff

I will comment on each of these before giving an overview of the strengths and weaknesses of community publishing in Huambo, as well as recommendations.

MEETINGS WITH THE COMMUNITY PUBLISHING GROUPS

Each group presented a well-written report on their activities over the last year.

Vilinga/ S. Bartolomeu

This group has nearly completed the construction of a herbal pharmacy. Although there are only 4 women (compared to 13 men), these women are vocal and active. Bento Antunes, The mobilizer who works with group, was part of the team that visited Zimbabwe recently.

Samacau

We visited the literacy teachers, and participants in literacy classes. Samacau continues to be a motivated and well-organized group, and Daniel Marthino (also Secretary and artist of the community publishing team), and Jose Pataca, were part of the Huambo team that visited Zimbabwe in September. About 100 literacy learners are grouped into 4 classes.

Many learners showed us how they could now write their names. Representatives from each class spoke well and confidently about the value of literacy classes. Here are some of their comments:

I used to be very sad because I did not know how to read and write. I am now very happy because I am learning to read and write at literacy classes. It is like a dream come true. One day I will even be able to read the bible in church.

Laurinda Chinilila

I started school in colonial times, then I had to join the army and I had no more opportunities to learn to read and write until now. I am very grateful for these adult literacy classes. I just want to be sure that classes will continue next year.

Augustinho de Oliveira

Before i used to feel very sad, because when I found a piece of paper on the floor I could not understand anything. Now I am very happy to be beginning to read and write, and I encourage others to follow my example.

Isabel Njepele

I am 34 years old, a mother of six children. I used to live in darkness, but now with these literacy classes I have another vision. I am motivating my children to learn well at school. My main dream is to help in church, and in the community, as this is only possible when one is able to read and write.

Fernanda Sussu

Kapanga

We were warmly welcomed with a song. Tio Pio, a specialist on Umbundu language and culture, is recording local songs. The group has acquired a piece of land on which to build a community centre, which will have a special focus on recording, and communicating, valuable Umbundu traditional knowledge and culture. However, the literacy teacher, according to learners, has not been doing his job correctly, or teaching regularly. * Next year he must be replaced.

Casseque III

This new group is large and lively. Some literacy learners spoke about their happiness in learning to read and write. The group has started gathering detailed information on the situation of street children. Although the group is less than a year old, its leaders have a good understanding of the purpose of community publishing:

Community Publishing enables us to give our lives a value; to show others the value of our knowledge and experience.

Casseque III (like Vilinga and Lossambo) has a strong dance group. The dance leader, Bernardo Catombela, is very talented. The two dances he led, on one leg, nearly flying around his crutch, were one of the most beautiful sights I saw in Huambo. Casseque III also has talented story tellers.

* **Note:** that this group should collect life stories from each member.

Lumbandi (25km)

We met in the new school. After the report on the year's activities, we heard that literacy classes were planned. This will bring more women into the community-publishing group.

We heard about the problems that arise, even deaths, because the lack of access to a clinic, I explained how in Vumba village in Zimbabwe, people had done research on health, which was used to get support for building a clinic.

* The '25km' group should be assisted to do research, and a carefully worded petition, to get support for building a clinic.

* ADRA and DW's work with this group should be better co-ordinated, so that the group's stories and research can be systematically processed.

We ended the meeting with story telling, as I had remembered the superb traditional stories I had heard last year (The Elephant and the Rabbit, The chameleon). We heard four stories, all beautifully told:

The lion, the 2 oxen, and the rabbit (a good story for peace education)

The selfish husband

Who wants everything loses everything

How the woman chose her husband

We challenged them to continue to write down traditional stories, one for each of the kilometres to Caala.

* Motivate and encourage this group to complete a collection of 25 traditional stories (in Umbundu).

Lossambo

As usual, this large, well organized group welcomed us with songs and dances. After the report on the year's activities, learners from literacy classes spoke about their pleasure in learning to read and write

One woman said:

Literacy has given us a bigger vision, and a better understanding of the problems of the community. It enables us to learn more subjects, and helps us participate in the decisions of the community.

Unfortunately a few women were having difficulties in reading due to poor eyesight. Group members spoke very positively about the exchange visits they had; the contact with the '25' group, the big meeting with all the community publishing groups, and Antonio Avelino's visit to Zimbabwe with the Huambo team in September. Group leaders spoke of their plans to start a communal field, to help feed vulnerable people in the community, and to provide food for community meetings.

I was impressed that each family in Lossambo brought a plate of food to the meeting, so that there was plenty of food for this large group to share. I was also impressed at the maturity of the leaders in this group. When problems were being discussed, Secretary Laurindo Kawekela spoke of the need for the group to develop solidarity and organisational skills, especially communication and planning.

The Kilombo group

I only heard about this 7th community-publishing group on my last afternoon in Huambo, when it was too late to visit them, so I sent them a letter. This new group is very interesting as it is made up mainly at disabled people.

Workshop on Leadership 9th November, at Estaleira

This workshop was attended by 47 participants, mainly the leaders of the community publishing groups, as well as the Voice of Africa theatre group. A journalist from ANGOP noted that the workshop was different from any he had previously attended in Huambo, because the majority of participants were from communities rather than NGO's, women were well represented, the level of participation was very high (e.g. participants also led sessions); and people used Umbundo freely. These are positive signs that community publishing is becoming more rooted in Huambo. For details please refer to the attached workshop notes (already translated into Portuguese), and Daniel Martinho's workshop report.

Follow up needed

*The workshop notes can be adapted for use in 3 community training 2hour sessions, with Task 1 and 2 done in the first session, task 3 in the second session, and task 4 in the last session. Training can be done by those who attended the one-day Leadership Workshop. The workshop notes should be made available to each community publishing group in Umbundu and Portuguese.

Studying all the documents produced

Here is a summary of my suggestions on improving the documents. Note that only two were immediately available, the literacy manual and the newsletter and all the others had to be printed out.

Historias de Gente como Nos (first collection of life stories)

eighteen pages were missing (with Magrite?) so I was unable to read a complete manuscript.

It still needs to be checked for **consistency** e.g. chapter headings in the contents are not the same as chapter headings within the book. Some sentences are incomplete.

The book should be numbered sequentially from 1 to the last page, the present system of page numbering is confusing.

The last chapter is too thin, it only has one story. There are a lot of good examples of "collective dreams" in Huambo e.g. a community that has built a new school and a playground, the herbal pharmacy in Vilinga.

The standard of drawing has improved since this book was first illustrated, so Daniel Martinho could improve the drawings.

For the cover a photo or photos of bright, Huambo faces would be best.

The Huambo chronology and list of contributors still has to be added.

In Luanda Margrite and I agree that the final text should be risographed with only the cover printed commercially, for economy. Books could be stapled or spiral bound.

* In future book production should be more carefully planned so that there is no delay between gathering stories editing them and publishing them

Sobrevivencia (listening surveys)

The stories are fascinating, but not yet structure.

* Each book or research report should have an introduction which clearly expresses:

the objectives of the publication

the target readership

the main themes covered in the book

how the material was gathered

how the publication can be used

Although the stories, based on listening, are mainly negative, in the main introduction to chapters, and chapter headings-emphasize the positive to give the book balance. The main positive theme, expressed in the title, is **Survival**, i.e. the resilience of Huambo people.

The stories collected through listening research still have to be analysed. Although I gave the format for this last year, along with other research guidelines, for reference it is on p41 of **Uprooting Poverty** part 3. The main issues that communities feel strongly about are identified, and analysed, according to the economic aspects, the cultural aspects, and the aspects that relate to decision making.

By analysing the stories an appropriate structure of chapters will emerge e.g. Economic life, Social life, Experiences of war etc.

Always remember that the main objective of listening research is to identify the issues that communities feel strongly about; what we call "Looking at a situation from inside." Community development work begins with assisting people to plan how to tackle these issues. Knowing the main issues is essential in order to motivate a community to act to improve their situation.

Once the stories based on listening are structured and edited, more illustrations could be added, and the book should be tested. It could be risographed, and Margrite could help

design a suitable cover, preferably a photo. Note that not all books need colour covers, as black and white can be very creatively used.

Tu tangi loku soneha (first literacy manual)

Put a cover photo showing women and men learning literacy happily e.g. the Samacau group.

P1 The first picture should show an old man and an old woman.

Check all drawings with Magrite and Linda to show that men do not dominate in the pictures and that the pictures can provoke discussion.

P6 Feka-Take out all the names in the map except Huambo and Luanda.

Take all unnecessary writing out of drawings e.g. the artists' names which can be listed (along with other names from the title page) at the **back** of the book.

Test the book before finalising it. But ensure that you fully understand this method of literacy teaching so you can explain why the manual raises many problems.

The words selected for the manual were chosen because they show the main sounds used in Umbundu, and they express the main issues which arose from the listening surveys. A literacy class should begin with a discussion of a poster illustrating one of the key words/ issues, (see notes on discussion outlines in the appendix, ending with the question "What can we do together to improve this situation?" Then participants learn how to read the key word, and family of syllables, and how to write them. Finally, they make new words with sound cards, which they can also, read and write. For an excellent guide to literacy work please see **Training for Transformation** Part 1, Chapter 4, and p127-148, by A. Hope and S. Timmel (there is a copy of this in Huambo).

Valorizemos o que e nosso

The revised version is well done. Just improve the mouth of the woman on p10 and the artist should not mix styles (realistic drawings and cartoons.)

Generally, in our experience, communities do not like cartoons in books, as they feel caricatures are disrespectful. However a cartoon could be used, with care, in the newsletter.

Once the first manual has been improved through testing, the two manuals could be combined, as two parts of a basic literacy text. If the Ministry of Education approves, the manual could be printed for use in all Umbundu speaking areas.

Contos e Proverbios

This is a good idea, with some nice material, but again it needs to be structured. Like **Sobrevivencia** it will need an introduction, explaining the objectives, target readership, how the material was collected and how it could be used. Write the name of the group, or storyteller, who contributed each item. The book could be divided into 5 parts:

- the introduction
- tradition stories
- proverbs

- modern stories
- a facilitators guide to using the stories for community learning

Stories should all be fictional, written in a colourful and lively style, in a way that is both entertaining and thought provoking. The book should be bilingual, with the stories and proverbs collected in Umbundu, then translated into Portuguese.

The book should be well illustrated, and tested. Include photos of the best storytellers, in action. Pay special attention to the stories of Casseque 3 and Lumbandi 25. Find out if there are any talented storytellers in the new Kilombo group.

Ondaka (The newsletter)

The regular production of a newsletter presents a big step forward. Just gather more news from the community groups, and add more pages in Umbundu. Add a special page for literacy learners.

Socio-economic research, and other research. Again, some very interesting material was collected, but not yet edited, and it is incomplete. The research on health, and street children, is also interesting but incomplete. See the recommendations on research.

Debate on Writing and Development

This half day debate at ADRA on the 10th November, included the DW representative and heads of departments, CBA, Radio Huambo and IECA. The Community Publishing Secretary will produce a detailed report on this debate, so here I will just give the objectives of the debate and the questions used, as well as my input.

The objectives of the debate were to examine the link between writing and development, and to find out how we can use writing to improve all aspects of development work. The questions debated were:

1. What is your role in the development of Huambo?
2. What has been your experience of using writing in your work?
3. What are the different kinds of writing in development, and the purpose of each kind?

So why is writing important in development?

How can we involve communities in writing?

How can we use writing to improve the quality of our development work?

Here is the in put I gave on the 3rd question.

Kinds of development writing	Purpose	Zimbabwean examples
1. Research reports	To study a situation in order to improve it	A national study on community views on poverty which

		influenced UNDP and government poverty reduction programmes
2. Development theory and policy	To get a clear understanding of development, drawing on national and international thinking, and to shape policies that guide programmes	ACPD's civic manuals have been used by government ministers, activists in 16 African countries, and some universities in the North. The children's rights manual was used by members of parliament to improve child protection laws.
3. Project proposals and development plans	To plan development work effectively, and gain support for these plans.	The Chiyubunuzyo Development Plan in Gokwe North
4. Information, publicity and promotional materials.	To inform and motivate the public support for these plans.	Pamphlets on community publishing
5. Educational materials	To educate specific communities the general public, staff to carry out their roles in development effectively.	The civic manuals and the book Uprooting Poverty especially the volume on capacity building

6. Project reports	To monitor and communicate progress	monthly, quarterly and annual reports
7. Constitutions, procedures, contracts	To guide the governance and work of organisations. To make agreements clear and binding	Ten pamphlets on constitutional debate Production of a draft constitution for ACPD
8. Newsletters	To share development news	Community newsletters

9. Translations	To make important documents accessible to readers of a different language group and to bridge the gap between agencies and communities	Translated manuals. Campaign to get Tonga language and culture recognised
10. Advocacy	To organise for positive change	The Elephant report and petition. The constitutional debate materials, resulting in rejection of a proposed, undemocratic, constitution

I explained how writing is important in all the key tasks in development, and that communities, if given encouragement and training, can participate in all forms of development writing, and make both our development work and documentation more effective. A participant read out the concept of community publishing and its purpose (this is available in Portuguese in one of the first **Ondaka** newsletters, and on p2 of the **Voices for Peace** proposal).

I explained that while negative, controlling power is based on violence, bribery and lies, positive enabling power is based on persuasion and organisation, which both include writing. Persuasion and organisation is both the most effective, and most accessible, form of power. The 14 participants had interesting ideas of their own, which were recorded in the report on the debate. Although the topic was new to them, they found it interesting, and relevant. They also discussed how conflict had inhibited Angolans from writing, how important it was to make Angolan development experience and reflection widely available through writing, and that communities should have ownership over what they write, as well as access to books through community libraries. They regretted that more people had not participated in the debate (as the invitations had not been well done-see recommendations) and said they would like to continue with this kind of constructive development debate.

Integration of community publishing in other aspects of DW's work

The debate provided a basis for the future integration of community publishing in DW's work. Practically, in a meeting with Jonathan and Julio Paulo Quintas about the Shelter school construction project (Ang-404), we discussed how community publishing could assist with a small aspect of the school project, i.e. training selected teachers to run extra curricular activities with children.

It is decided that the community-publishing project would work in six communities (Lossambo, Kasseque, km 25, S. Pedro, and Aviacao) where there are both newly constructed schools and community publishing groups. Two teachers would be selected in each school, to work with two leaders of a community publishing group, preferably parents. All would be trained to animate children (8 to 12 years olds), on site, so they would have a chance to be trained to work with children, in each others communities. In each community, they would handle a different theme. Friday is the day schools usually assign for extra curricular activities. Community Publishing will prepare the content and methodology of the sessions. I suggested they could adapt the Exercises and Games at the

back of the book **We are also human beings-A guide to children's rights in Zimbabwe**. The activities cover five areas of rights:

- an introduction to children's rights and responsibilities
- children's rights to survival
- children's rights to development
- children's rights to protection
- children's rights to participation

The theme of survival could be divided into two sessions, with the second used for encouraging children to plant, and care for, fruit trees.

Meetings with DW staff, and the community publishing team.

These were all very useful, particularly the meetings with Cupi Baptista, Alan Cain, Eunice Inacio and Beat. The most important things we discussed are contained in the following overview of community publishing in Huambo, covering strengths, weaknesses and Recommendations.

Strengths of community publishing in Huambo

The current community publishing team is energetic, creative, intelligent and highly motivated. The accompaniment of the groups has improved a lot.

The community publishing groups are lively, productive and motivated. Two new groups have been formed. The Casseque 3 group is very promising.

Gender balance has greatly improved, in the groups, which have started literacy classes.

People are using Umbundu more confidently, both in meetings and in writing

The literacy classes are popular and well attended. The inclusion of literacy has helped community publishing become rooted in the most vulnerable sectors of communities. The literacy manuals in Umbundu were the first local books to be produced and distributed.

A lot of other rich material has been collected, and computerised, mainly research and traditional stories.

The newsletter comes out regularly.

Weaknesses

Community publishing in Huambo is diluted as some essential elements are missing from the model it is not as potent as it could be. These elements of community publishing are still missing in Huambo:

1. Capacity building of communities

Participants are trained in organisational skills, using a manual, from the very beginning, at the same time as they develop their ability to research and write, and their creativity.

2. The link between communities and decision makers at higher levels

Locally, communities use research and documentation to persuade local authorities and development agencies to improve services.

Nationally and internationally, they influence development theory and practice by their contribution to the civic manuals.

To open up this two way channel of communication, ACPD national staff had to build positive relationships with selected government and civil society leaders, while remaining non-partisan.

3. Use of basic participatory methods of presenting problems to the community and assisting the community to analyse problems and decide on solutions.

This is missing from the literacy classes, but also from other aspects of the work. Please refer to the attached notes on **The design and use of codes (problem posing materials)** included in the Report on my second mission to Huambo (20 September-4 October 2000)

4. Emphasis on youth

In Zimbabwe the main participants in the Local Leadership Programme (ACPD's community level work) are aged between 18 and 35, a important age group for building new dynamic leadership for the future.

5. The use of a full time professional writer/researcher/editor and a designer to enhance the impact of community views

Lack of continuity leading to gaps

In addition to the five elements missing from the Zimbabwean model, there are weaknesses in some of the basic skills, caused by lack of continuity. The first mobiliser to visit Zimbabwe in October 1998, Andre Domingues, was not given the opportunity to continue with community publishing. It would have been much better if Julio Paulo Quintas had been involved in the very beginning. The other two original community publishing team members, Carlos Figueredo and Antonio Sapala, had a good grasp of the vision and skills needed for community publishing, but they were overwhelmed with other work in Huambo, including the very difficult military situation in 1999. Yet community publishing can not be done adequately on a part time basis. The appointment of the new and curent team has been a big step forward, and they are doing well, but they missed out on some of the guidelines I had given for the original team, and without English they were not able to make use of my previous reports, and publications. Even some of the earlier community publishing notes in Portuguese are hard to find. So the following basic skills have to be revised:

How to plan a participatory meeting or workshop, and to design an attractive and informative invitation, and distribute it at least two weeks before the event

How to plan a book; both its objectives, content and structure, as well as all the steps in the production process up to launching and distribution, within a time frame.

How to edit a book, made up of diverse community contributions.

The basic steps in empowering a community, including the use of life stories and self images, as well as the sequence of research surveys. (see notes attached).

I have given the Huambo team some oral guidelines in Portuguese, and referred them to key pages of the English documents e.g. **An Introduction of community Publishing Methods** p14 to 22. However, this problem will only be solved permanently when we produce and translate: **A Community Publishing Manual**, a task we will begin in 2002, using an international process of consultation, which will include participants from Huambo.

Recommendations

1. Capacity building

In 2002, the leaders of the community publishing groups should be trained in six organisational skills, through six half day workshops, using training notes carefully prepared (like the ones we used on leadership see attached) in Portuguese and Umbundu.

New skills to be covered are:

- meeting for a purpose
- building a strong group
- how to select, discuss, and analyse community problems
- making decisions and planning effectively
- implementation, supervision and evaluation
- dealing with conflicts constructively

In addition, previous skills to be revised are:

- shared leadership
- communication (with a focus on communication for peace)
- basic writing, research and editing.

Most of these skills are covered in **Uprooting Poverty Part 3**, and I can send additional notes from Zimbabwe.

The team has a list of what publications in the ADRA library might be useful, and Antonio Sapalo, ADRA's experienced trainer, with community publishing background, has offered to assist with this capacity building. Community leaders should be given files in which to keep all their training notes.

One month they will learn the new skill at a workshop with the leaders of the 7 community publishing groups. The next month they will teach the skill at a community workshop or series of community meetings, to at least 30 participants from each community, with an age and gender balance.

Preparation of a capacity building manual.

The notes used in the above training as well as consultation and research process involving all the agencies working with communities in Angola will be used to prepare a

community capacity building manual, to be written up, tested and printed the following year.

1. Improve the quality of literacy by producing further materials

The first manual needs to be tested and improved, ensuring that the pictures of key words can provoke discussion. A literacy animators' guide should be produced, giving both general guidelines on teaching literacy, as well as discussion outlines on key words. (See notes on codes/ problem posing materials attached.) In addition, posters on key words, and sound cards are needed, as well as a numeracy manual. The manual should use real examples from the market, the water and building programme, the microfinance programme, farming activities etc.

2. Basic research in all 7 communities should be completed, and published.

i.e. Life stories

Family histories

Listening surveys

socio-economic surveys

The research done in some areas health, and street children, should also be completed.

Life stories from newer community publishing groups, 25, Casseque III and Kilombo should be produced as area specific documents. Ensure every group has the training notes on research, and guidelines for listening and socio economic research. Pay more attention to analysing the information gathered. The Huambo team needs assistance in preparing research guidelines on a new topic (as the guidelines on researching topic street children were in adequate.) In ACPD we have lots of research guidelines on basic topics which can be easily adapted, and the research department of DW in Luanda needs to be well linked to the community publishing programme.

3. Complete the publication of existing material

All the incomplete documents should be completed early in the new year, with Magrit Oppe advising on design. For speed and economy, documents can be produced with the risograph and spiral bound or stapled.

4. Improving accessibility and distribution of publications

As community publishing is a consultative process, hard copies of draft should be available at all times. The Voices for Peace Project will provide for a wider distribution of the best Huambo publication in the future. At community publishing groups, a core library should be started, in a durable box, made up of newsletters filed training notes, and all community publishing publications. This can be gradually expanded under the community library aspect of the Voices for Peace Project. Use the questions I provided in my first report as preparation for setting up community libraries.

5. Peace research

I recommend that peace should be the only new theme for research and writing in 2002, with an emphasis on gathering material that could be used in peace education. I can assist the Peace Project in Luanda and the community publishing team in Huambo to design research guidelines for community based researchers.

6. Links between community and higher levels of leadership

This should be developed as part of the Voices for Peace project. It should begin with an effort to gain support of government leaders in Huambo.

7. Planning

The Huambo team can develop a realistic plan for 2002, after reading and discussing this report, with clear objectives, indicators and time frames (I will let the Huambo team know soon when I will be able to visit next year.)

Conclusion

Community Publishing in Huambo has made progress. The weaknesses listed here can be corrected. The guidance and support I can give the team will be increased, if they communicate, however briefly, on a monthly basis. The new team can grow from strength to strength, but they will need occasional assistance from professional media workers within Angola, as well as ACPD in Zimbabwe.

Kathy Bond Stewart

23 November 2001

OUTLINE OF DAILY ACTIVITIES

Friday 2nd November

Traveled with Benjamin Castello (executive Director of AEDSA) to Luanda. We also traveled with Henda Ducados (Assistant Executive Director of FAS) who had just visited Zambia with a FAS team, to study poverty reduction in Zambia.

Saturday 3rd November

I met with Alan Cain, head of D.W to find out his hopes and requests for my visit to Huambo. I did background reading on civil society in Angola.

Sunday 4th November

I continued with background reading. I met Maria Ribeiro and Abu (a newly arrived Mozambican Child Protection Officer) from UNICEF.

Monday 5th November

I completed background reading, and travelled to Huambo. I had an orientation meeting with A. Cupi Baptista, DW's new representative in Huambo, and Julio Paulo Quintas, Community Publishing Project Co-ordinator.

Tuesday 6th November

We visited 4 community publishing groups: Villinga, Samacau, Kapongo and Casseque 3. In the late afternoon I met Julio Paulo Quintas and Antonio Sapala (ADRA) to plan the workshop on Leadership

Wednesday 7th November

We visited the group at Lumbundi, 25. Later in the afternoon I made some notes and met with two other members of the community publishing team, Daniel Martinho and Florida (Linda) de Campos.

Thursday 8th November

In the morning we met with the Lossambo group. In the afternoon we met with Jonathan about integrating activities with teachers and children in the Shelter school construction project.

Friday 9th November

Workshop on Leadership (all day)

Saturday 10th November

Debate on Writing and Development (in the morning)

Sunday 11th November

Read some of the documents produced in Huambo.

Monday 12th November

I met with the team, to discuss how the different documents could be improved

Tuesday 13th November

We planned a future manual on capacity building of communities, and did a literature search on capacity building in the DW and ADRA libraries. We discussed plans for 2002 in broad outline, and reviewed the visit. I had an end of visit meeting with A. Cupi Baptista, DW Representative.

Wednesday 14th November

After a brief session with Linda de Campos (on designing discussions) I traveled to Luanda and wrote some notes.

Thursday 15th November

I spent most of the day at DW Luanda, reporting back to Alain Cain on my Huambo visit, and discussing the Voice of Peace Project with Alan Cain, Eunice Inacio and Beat. I also met with Margrit Oppe very briefly about the design aspect of Community Publishing.

Friday 16th November

I travelled back to Harare