



Case Studies of Female Literacy Project Angola and Mozambique

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PROGRESSO



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About the FELITAMO Project

Objectives of the FELITAMO Project

- To contribute to women's literacy and empowerment by enhancing African Non State Actors' (NSA) capacities to promote adult female literacy models at national, regional and international levels.
- To strengthen the capacity of Angolan and Mozambican NSA to develop and apply innovative literacy practices supporting women's participation.
- To engage Angolan and Mozambican NSA in policy development around quality Literacy and Adult Education (LAE) programmes.



Estimated Results

- Enhanced capacity of teaching staff to lead and apply innovative LAE approaches supporting women's participation (480 people trained).
- Increased literacy skills of 4,800 non-literate and semi-literate women.
- Enriched literate environment with materials adapted to the needs of women.
- Enhanced capacities and role of NSA in lobbying and advising decision and policy makers about quality LAE programmes (5 NSA and 4 networks, 300 practitioners).
- Created and enhanced partnerships between organisations working in LAE, those working on women's rights and policy makers at national and sub-regional level (600 people).
- Improved regional and national dissemination of best practices in LAE.

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Acronyms

LAE	Literacy and Adult Education
AAEA	Angolan Association for Adult Education
ACCDANA	Christian Association for the Combat against Drugs Alcoholism and Nicotine in Angola
CHOFA	Amboim Vegetable and Fruit Cooperative
DPE	Provincial Directorate of Education
YAE	Youth and Adult Education
GLIF	Women's Leadership Group
APLICA	Liberating Participatory Literacy Via Active Communities
FEMNET	African Women's Development and Communication Network
FELITAMO	Female Literacy in Angola and Mozambique
HIV	Human Immunodeficiency Virus
IFEA	Institute for the Training of Adult Educators
MEPT	Movement of Education for All
PAAE	Accelerated Literacy and School Program
SDEJT	District Services of Education, Youth and Technology
AIDS	Acquired Immune Deficiency Syndrome
EU	European Union
UCF	Christian Women's Union

FELITAMO (Female Literacy in Angola and Mozambique) is a three year project that began in February 2010 with the aim of contributing to women's literacy and empowerment by enhancing African Non State Actors' capacities to promote adult female literacy models at national, regional and international levels. The Project has four main partners: (i) MEPT – Movement of Education for All (Mozambique); (ii) Associação Progresso (Mozambique); (iii) AAEA – Associação Angolana para Educação de Adultos (Angola), and (iv) FEMNET – The African Women's Development and Communication Network (Kenya).

The Project is implemented in two provinces in Mozambique and one in Angola, with a different implementing partner and methodology in each case. The Project takes into account the different social, cultural, and geographical context of each of the partners while resting firmly on the principle that there are certain best practices that tend to bring positive results irrespective of the context. These include a strong *sense of ownership* at all levels, from the implementing partners to the level of the individual in the community, and a *participatory approach* in which the learners are consulted and make decisions on the contents and implementation – as opposed to an approach prescribed and administered by those from outside the community. When these practices are observed, they tend to be accompanied by positive outcomes. Conversely when these practices are not in evidence, the results often fall short of our hopes and expectations. Furthermore, the Project seeks to *mainstream gender* at all levels as a means to redress the unequal status of women in Mozambican and Angolan society.

Tackling gender inequality in rural communities requires that we analyse the prevailing attitudes and cultural factors that are at play. Ingrained ideas of men and women's traditional roles do not change overnight, yet through education and working closely with communities we can empower women so that they themselves play a central role in this process. It is also essential that we involve men so that they understand the benefits that female education brings to the individual, family, community, and beyond. I have visited enough communities where these positive changes have taken place to know that it is possible.

The stories presented here are of participants in the FELITAMO Project and how through education they have improved their lives or at least created the conditions in which positive changes are more likely to take place. From the cases of women who for the first time in their lives have the courage to raise their concerns with local leaders to husbands who tell of how they have learned to solve domestic disputes amicably by discussing the matter with their wives, in this Project I have seen first hand the positive impact of adult education on the everyday lives of the participants. On behalf of *dvv international* and all the partners of FELITAMO I am very happy to share these case studies with you in the hope that they will be a source of ideas and inspiration and contribute to convincing more people of the value and importance of women's education.

David Harrington
Regional Coordinator of The FELITAMO Project



II. Objective of the Study

In the course of the implementation of the FELITAMO Project *dvv international* and its partners carried out a study with the aim of documenting, in the form of case studies, best practices in adult education that focus on women's participation.

In addition to documenting best practices in female literacy, the case studies can be used as tools for information sharing and exchange of experience between organizations working and interested in female literacy. Specifically, this study presents success stories of participants in the FELITAMO Project.

III. Methodology

The methodology used in the study was participatory involving a broad range of stakeholders, namely: partners and project officers from both countries, members of community forums, supervisors, literacy facilitators and participants in the Project, as well as local education authorities in the participating provinces and districts.

The study consisted of two main phases. In the first phase all of the related documentation and background data was analysed, and in the second the fieldwork was carried out consisting of interviews and meetings with focus groups to document the success stories of the Project.

Interviews with the participants in the literacy classes were given priority in order to document the positive impact of the project and to understand how participation in the Project had contributed to positive changes in their daily lives. The interviews which document the participants' stories are accompanied by photographs which illustrate some of the positive changes discussed in the interviews.

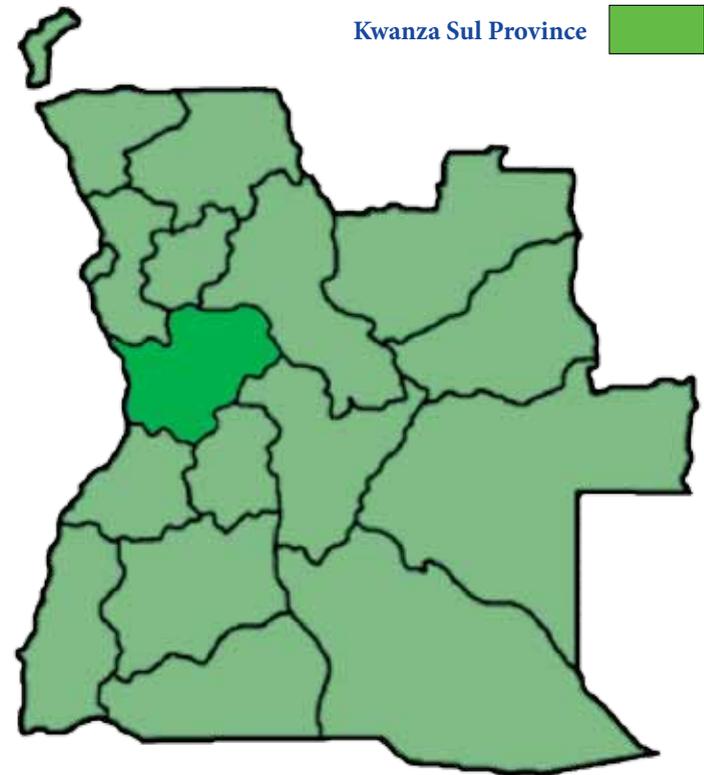
IV. Brief Description of the Areas Covered by the Case Studies

IV.I. Kwanza Sul Province

Kwanza Sul is a Province in Midwestern Angola with an estimated population of 681,000 inhabitants (2004) and a surface area of 55,660 km². The capital and main town is Sumbe.

Kwanza Sul is a mountainous region (especially in the southeast), which is well irrigated mainly by the rivers that run through it such as the Kwanza, Longa, Cuvo or Queve and Cubal. This allows not only the soils to be fertile for agriculture, but also the development of fishing activities in the region.

It is an important agricultural region which contributes to the national economy through the cultivation of coffee, maize, beans, bananas, cotton, palm oil, sisal, pineapples, sunflowers and citrus fruits. It also contributes via the raising of livestock including cattle, goats, pigs and poultry.



Cadá Locality

Boa Entrada (formerly Cadá), located 7 kilometres from Gabela town, with 1,250 inhabitants, is the administrative headquarters of Amboim Municipality. Besides Portuguese (the official language), the languages spoken locally are Kimbundo, Umbundo, Ngoya and Ovumbuim.

The economic activities of the inhabitants include agriculture and trade. Boa Entrada has only 6 recognised schools although there are other informal schools as well. Basic education is up to Grade 12.

Katofe Locality

The neighbourhood of Piloto, in the administrative sector of Katofe, lies 15 kilometers from the Municipality of Kibala. It is home to 780 inhabitants of various ethnic origins. In addition to Portuguese, which is the official language, other native languages such as Kimbundo Umbundo, Ngoya and Ovumbuim are spoken. The main economic activity of the inhabitants is agriculture.

The administrative sector of Katofe is facing difficulties related to school infrastructure as there are only two permanent schools. Piloto neighbourhood has only 3 classrooms, built in *Njangos* and chapels, where education goes from entry level to Grade 4.

IV.II. Nampula Province



Nampula province is located in the coastal region of northern Mozambique and has about 4,084,656 inhabitants (2007 Census) of which 71.4% live in rural areas and 28.6% live in urban areas.

Approximately 62.3% of the population aged 15 or above, are illiterate. In rural areas illiteracy rates among women reach 86.1% while in urban areas these stand at 55.8%.

In Nampula the FELITAMO Project is being implemented by the Education for All Movement - MEPT through the Mutauanha Institute for Adult Educators - IFEA in the districts of Nacaroa and Mozambique Island (Ilha de Moçambique).

Nampula Province



IV.III. Cabo Delgado Province



Cabo Delgado Province is located in the coastal region of northern Mozambique. It has about 1,634,162 inhabitants of which about 20.8% reside in urban areas and 79.2% in rural areas. Approximately 66.6% of the population aged 15 or above, is illiterate. In rural areas illiteracy rates among women reach 87.3% and 56.5% in urban areas.

Associação Progresso is implementing the FELITAMO project in the districts of Mueda, Muidumbe and Nangade.

Cabo Delgado Province

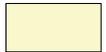




Photo: Hélder Samo Gudo

V. Results of the FELITAMO Project

V.I. The FELITAMO Project belongs to the community

With the implementation of the FELITAMO Project in Kwanza Sul Province (Angola) in the municipalities of Porto-Amboim, Amboim, Seles, Ponte-Santos, and Ebo and in the provinces of Nampula (Mozambique Island and Nacaroa Districts) and Cabo Delgado (Mueda, Muidumbe and Nangade Districts), 12 community forums were created, with 5 of them being in Kwanza Sul, 4 in Nampula and 3 in Cabo Delgado.

The Community Forum aims to assist in the management and sustainability of all literacy related activities in the community. It assists in the enrolment of learners, ensuring motivation and attendance, monitors class activities, assists in resolving issues affecting the class, demonstrates the proper use of the materials in class, and helps in the implementation of the class or literacy circles' action plans.

Composition of the Community Forum:

- Community Leaders or Soba
- Local school board
- Teachers
- Representatives of the learners and facilitators
- Leaders of sport and youth associations
- Religious leaders

The forum holds two meetings per month in order to discuss and find solutions to community, social, political and economic problems that result, in part, from lack of education, especially among women. Members of the Community Forums are also involved in the management and monitoring of the literacy centres.



Photo: Hélder Samo Gudo

“We built shelters in order to not have classes outdoors”

We are very happy with the activities of the FELITAMO Project because since it began in 2010, it has been well received by our community.

Community participation in the Project is outstanding in that participation is not only in class but also in the construction of shelters (classrooms built with local materials).

We build them in order to have sheltered classes. We are all involved in the construction, for example women help in grass collection for roofing while men cut wattle and daub which is used to build the structures.

In our activities the school board is also involved in order to ensure continuity of the Project since it is drawing toward its end. Therefore, we are thankful to the FELITAMO Project for all the support.

**Saua-Saua Community Forum
Nampula Province (Mozambique)**

Construction of latrines in the communities



Carlos Cahela – Soba of Piloto Neighbourhood is very involved with all that goes on in his village. He is an old man of 84 who considers the FELITAMO Project to be an initiative that brought changes to the community.

“I am delighted that since the start of the literacy classes a lot has changed in the neighbourhood. People who participate in the classes came with the idea of building latrines and I as the Soba in the community have supported the initiative. Many diseases have reduced and in my neighbourhood all have an obligation to attend classes in order to learn more things and help solve problems.”

Before the implementation of the FELITAMO Project, Piloto in Katofe (Kibala) and Boa Entrada (Amboim) neighbourhoods’ as well as others, were experiencing social and structural problems. Basic sanitation was non-existent, because there were no latrines, or boreholes to get drinking water.

With the implementation of the circles or literacy centres in those neighbourhoods, public health issues began to be discussed in the meetings (classes), and participants began to realise the need for improved disease prevention, especially those diseases resulting from poor hygiene and unsafe drinking water.

These statements highlight the importance of the work carried out by the forums in the FELITAMO Project.

The creation of the Community Forums has led to a situation whereby the community owns the project. This is not something brought from and dependent on support from outside the community.

The level of commitment to the objectives achieved so far is an indication that the activities of the project will continue on a sustainable basis after the end of FELITAMO.



Photo: Helder Samo Gudo

VI. Women participating in the Project improve their lives and those of their families.

The FELITAMO Project seeks to put women at the centre of the process. The Project aimed to enrol 6,000 learners of which 80% would be women. One of the central beliefs of the Project is that the return on any investment in female literacy will be higher if the provision of literacy is organized in a participatory manner. Furthermore, literacy must be linked to practical skills that are relevant to the participants, and the contents must recognise the existing knowledge of the adult participants. It is important that there is a clear link between the literacy practices and the social, economic, and personal issues that affect the daily lives of the participants and their families.



Foto: Hélder Samo Gudo

“Literacy has changed my life”

Zainabo Muquissirima, who lives in Tocolo Community in Nampula Province, is 52-years old and has a daughter currently attending Level 3 of the literacy programme. She is a farmer. In her childhood she did not have the opportunity to learn to read and write because of various problems, such as the premature loss of her parents which led her to get into farming work in detriment of her education. With the implementation the FELIAMO Project Zainabo had the opportunity to focus on her education. This brought her benefits as demonstrated by her own testimony.

“During my childhood I did not have the opportunity to go to school. Thanks to the implementation of FELITAMO here in Tocolo community, I learned how to read and write assisted by my daughter who is a literacy facilitator in the circle. Today I know numbers and I am able to write my full name. When I go to the hospital, I can read my number in the queue and I can help other people who cannot read and write. Literacy changed my life, so I intend to continue studying so that one day I can help the people around me in my community. My dream is to create, together with others in the community, an association to carry out tailoring in which the activities become a way of inviting other women to participate in the Project”.

Zainabo Muquissirima, is a good example of a woman who overcame the obstacles to education and who through the FELITAMO Project managed to emancipate herself and her family. Like her, there are others that with hard work and dedication managed to positively influence their lives through literacy.



“Now I can write my name and read the Bible. To me that is almost a dream come true”

Natália Carolina – Circle Participant (Kwanza Sul - Angola)

I am 34 years old. In my village there was no school. In 2010 there was a NGO, AAEA, which started literacy activities and I joined immediately. Now I can write my name, read the Bible and other sacred books. For me it is almost a dream come true, and so I will continue to study.

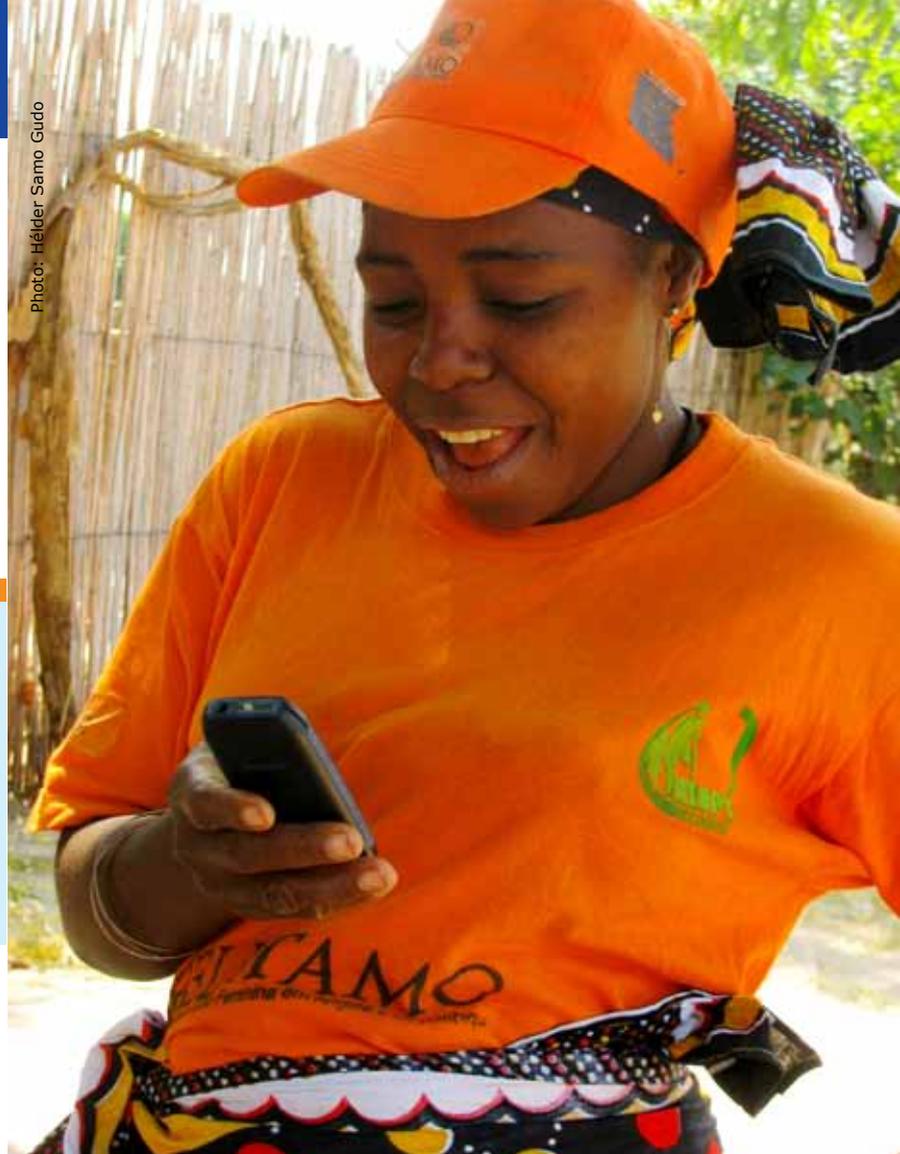
“Now I can read the messages on my cell phone”

Zinha Aly is 20 years old, married, and the mother of four children. Even though she is a housewife, she attends the literacy classes at the 3rd level. She has always lived with her older sister and because her family are poor, it is only now that she has had the opportunity to go to school.

“I joined the literacy classes because I wanted to learn to read and write and to be able to communicate better with my husband. Now I can read the messages on my mobile phone as well as call and write messages. I’m enjoying literacy, so as soon as I finish the 3rd level, I intend to continue my studies in the Evening Course”.

Through participating in the literacy classes, Zinha Aly has expanded her horizons by learning to use a mobile phone to speak and send messages. These skills, which many of us take for granted, were unavailable to her before she learned to read and write.

Photo: Hélder Samo Gudo



“I am proud to be able to sign my own documents”

Halima Molide is 45 years old, married, and the mother of seven children. After acquiring basic reading and writing skills, via the FELITAMO Project, she plans to get a job in order to increase her contribution to her household income.

“I joined the Project because I wanted to learn how to read and write. Fortunately, now I am able to write my name. I am proud to be able to sign my own documents.

Before, on my documents, instead of my signature it was written “*does not know how to sign*”. I overcame this obstacle with the help of the literacy facilitator and my husband who supports and encourages me to continue studying. I feel that I am ready to realize my dream of working as an attendant at the local hospital.”

Several beneficiaries of the FELITAMO Project, after participating in the literacy classes, say that they have increased their self-esteem and see the opportunity to follow their dreams previously limited by not having access to school.



Photo: Hélder Samo Gudo



Foto: Hélder Samo Gudo

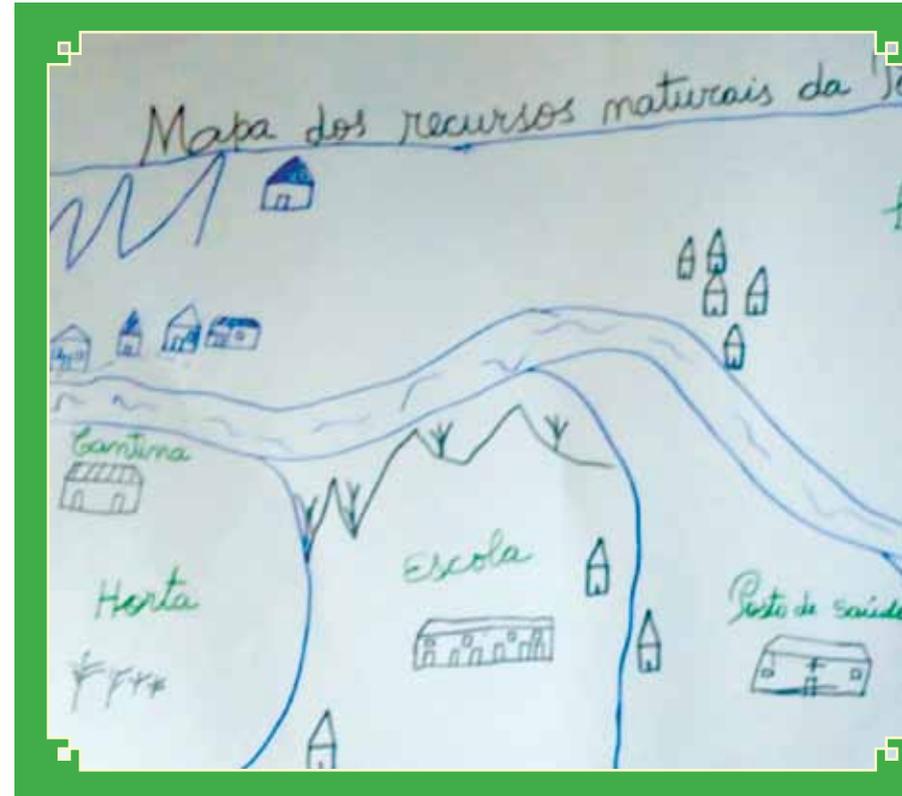
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Promovendo a Alfabetização Feminina em Angola e Moçambique

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VII. The Use of Innovative Methodologies

The FELITAMO Project employs a combination of LAE models that recognize the learning needs of rural women in the identified communities. The participation and retention of women in the programs is increasing. The participatory and community-oriented literacy approaches empower women and thus increase the assimilation and understanding of women's rights.



“The school comes to our home”



Photo: Helder Sampa Chido

Delfina Luís and Estefânia Luis are sisters and both share the same story. Both sisters, like other girls in their community (Sua-Sua Locality, Nacarroa District - Nampula Province), were not lucky enough to attend school when they were younger, which was reserved for boys, and they were seen as fit only to do housework and care for younger children.

With the implementation of the FELITAMO Project in their community, the two sisters had their first chance to learn how to read and write. In addition to wanting to learn to read and write, another factor that motivated them to participate in the literacy classes was the fact that Domingos Lourenço, Delfina's 15 year old son, is the literacy facilitator. According to the sisters, learning from their own son makes it easier and they feel closer to the process and thus they feel that the school has finally come home. This is one of the benefits of the PROFASA family literacy methodology being implemented by FELITAMO in Nampula Province..



Foto: Hélder Samo Gudo

“I feel better learning in my mother tongue”

Veronica Patima attends the third year of the literacy course in Ntchinga, Mueda District. Her story is not different from that of many other women who grew up with her. During her childhood she attended school for a very short period. Veronica Patima says that the reason for her dropping out of school had to do with how the classes were conducted. “For me it was difficult to understand what the teacher taught. I always had difficulties learning in the Portuguese language and for that reason the teacher often beat me so I dropped out of school. Today with the implementation of the FELITAMO Project came the opportunity to learn to read and write in my own language, Ximakonde”.

In Cabo Delgado Province the FELITAMO Project uses the methodology of literacy in local languages which respects and recognises the local culture and attracts women like Veronica to the classes.

VIII. The Replication of Methodologies by Partner Organizations in Angola

The Project strengthened the cooperation between various actors in government, civil society, and religious institutions. It promoted exchanges of experience and increased dialogue between the different stakeholders through public debates and meetings, sharing of reports and regular meetings and consultations. With the implementation of the FELITAMO Project partner organizations in Kwanza Sul Province had the opportunity to contribute to the education of youth and adults and to strengthen literacy practices in their communities. Below are some examples.

GLIF - Female Leadership Group is an organization focused on gender issues. Through the FELITAMO Project GLIF became involved in and gained experience in the implementation of literacy programmes. For the first time it had the opportunity to bring literacy to the women with whom they work. The results are visible in the municipality of Porto Amboim:

- Literacy classrooms were built to provide literacy for women vendors in the market;
- The local church built a classroom for literacy classes for the women in their congregation;
- Placement of participants in general education in the first and second year of the Project with equivalency of Grade 5 and 6;
- Strengthening of relationships between the municipality and the religious institutions.

CHOFA – Amboim Vegetable and Fruit Cooperative: The Project is an asset to the communities of Amboim. The Project has contributed to streamlining CHOFA's literacy work. The gains are priceless and they will remain forever as they have contributed to producing literate women. Some gains are:

- Vendors are no longer cheated when selling their products at market as they have learned how to count and calculate;
- Participants know how to purchase the correct products for sowing in the fields;
- Improved agricultural techniques have resulted in higher productivity;
- Participants have learned to actively exercise their rights as citizens.



Photo: Helder Samo Guido

IX. Conclusion

These case studies from the provinces of Kwanza Sul (Angola) and Nampula and Cabo Delgado (Mozambique) give some examples of how the FELITAMO Project has impacted positively on the lives of the participants through the implementation of innovative methodologies of adult literacy focused on the needs of women learners.

The evidence from the field shows us that although the Project is centred on women learners, the community as a whole is benefitting and as a result participating actively to ensure its continued implementation.

What stands out across all three provinces where FELITAMO was implemented is the positive feedback of the women who have taken part. Through the literacy classes they have acquired skills that have enabled them to transform and improve their lives, the lives of their families and the community in general. Participation in the literacy classes has contributed to a spirit of community participation in which the learners feel inspired to become more active and involved in tackling problems in their communities and contributing to bringing about positive changes.

The innovative methodologies implemented by the FELITAMO Project have led to impressive results. The Project managed to increase access to education significantly in the participating communities and the participants unanimously express a desire to continue studying. The experience of FELITAMO has shown that when adapted to the wishes and needs of learners, literacy becomes a positive liberating force which helps to improve the lives of the participants.





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