

**The role of civil society organisations/non-governmental organisations (CSOs/NGOs) in building human capability through knowledge construction: The case of Africa Community Publishing Development Trust (Zimbabwe)**

**by**

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Thesis presented in fulfilment of the requirements for the degree of Master of Philosophy in Sustainable Development Planning and Management in the Faculty of Economics and Management Sciences at Stellenbosch University

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**March 2012**

## Declaration

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## **Abstract**

The study represents an analysis of the role of civil society organisations/non-governmental organisations (CSOs/NGOs) in building human capabilities through knowledge construction. It assesses the effectiveness of community publishing in building human capabilities under challenges they face in the environment they are operating in. The complex environment CSOs/NGOs are operating in is dealt with. It will be demonstrated that CSOs/NGOs give marginalised communities, especially women, children and the disabled, a platform where they can organise themselves and give them an opportunity to influence policy and development of their community.

Community development has many interpretations. This study focuses on communities as central agents responsible for their own development. When communities participate in their own development, they are engaging in an educational process which is both formal and informal in nature. The education process helps them to understand their situations better. This type of education called 'popular education', is based on the belief that people involved in the process have important knowledge that they have acquired from their experiences in life and the education they receive mainly consists of dialogue between different knowledge sets that they possess. In the process, when people participate actively in the development of their communities, a sense of ownership is developed.

For the purpose of designing the study, observation of the direct involvement of staff from local government, Africa Community Publishing Development Trust and partner organisations as well as working with communities from Shamva, Umzingwane and Buhera provided the basis. It is noted that party politics affects the development of a CSO/NGO sector that is capable of building human capabilities. It is, therefore, clear that government should create an enabling environment that is free from violence and rule of law should be respected as this helps CSOs/ NGOs to implement capability building programmes conducive for all communities to participate in the development of their areas.

## Opsomming

Die studie ontleed die rol van burgerlike organisasies/nie-regeringsorganisasies (BOs/NRO's) in die bou van menslike vermoëns deur middel van kennis konstruksie. Die studie beoordeel die effektiwiteit van die gemeenskap uitgewery in die bou van die menslike vermoëns en die uitdagings wat hulle in die gesig staar in die omgewing waar hulle hul bevind. Die komplekse omgewing waarin BOs / NRO's hul bevind word inmiddels behandel. BOs/NRO's gee gemarginaliseerde gemeenskappe veral vroue, kinders en gestremdes 'n platform waar hulle hul self kan organiseer en gee hulle 'n geleentheid om beleid te beïnvloed en hul gemeenskap te ontwikkel.

Ontwikkeling van die gemeenskap het baie interpretasies. Die studie fokus op die gemeenskappe as sentrale agente wat verantwoordelik is vir hul eie ontwikkeling. Wanneer gemeenskappe betrokke is in hul eie ontwikkelings proses, neem hulle deel aan 'n opvoedkundige proses wat van nature beide formeel en informeel is. Die opvoedkundige proses help hulle om hul situasies beter te verstaan. Hierdie tipe van Onderwys genaamd "gewilde onderwys", is gebaseer op die oortuiging dat mense wat betrokke is in 'n proses belangrike kennis besit as gevolg van persoonlike lewenservaringe, die opvoeding wat hulle ontvang bestaan hoofsaaklik uit dialoog tussen die verskillende kennis stel dat hulle besit. Wanneer mense aktief deelneem in die ontwikkeling van hul gemeenskappe, word 'n gevoel van eienaarskap ontwikkel.

In terme van die ontwikkeling van die studie het die direkte betrokkenheid van die personeel van plaaslike regering, ACPDT en vennoot organisasies asook die werk met die gemeenskappe van Shamva, Umzingwane en Buhera die basis gevorm van die studie. Politieke partye beïnvloed die ontwikkeling van die BO/NRO-sektor en dit stel hulle in staat om menslike vermoëns op te bou. Die regering moet 'n instaatstellende omgewing skep wat vry is van geweld en waar die oppergesag van die reg gerespekteer word. Dit sal BO's/NRO's help om vermoëns bouende programme te implementeer wat gemeenskappe die geleentheid sal gee om deel te hê aan die ontwikkeling van hul gemeenskap.

## **Acknowledgements**

The study was made possible by many people who contributed in various ways. Special thanks goes to Baba and Mai Manyuchi who provided me with financial support in times of need. I also want to express my sincere thanks to Dr Firoz Khan, my supervisor, for his great support and encouragement in the course of my study for this program. I would like to thank you for lifting me to a stage which I had never dreamt of. To Professor Mark Swilling and Eve Anneke, I would like to thank you for allowing me to be part of the Sustainability Institute.

I also want to thank Africa Community Publishing Development Trust (ACPDT) for allowing me to use their resources for my study. Special thanks go to Kathy Bond Stewart, Allien Gore and Amon Tsabola, Debbie Raymond and Maxwell Muchemwa for allowing this project to happen and to Lucia Chikuhuhu for her professional advice. Special thanks also go to representatives from Civic Education Network, ABDO, Community publishing members and the District Administrator for nurturing me in aspects of community publishing and community work.

I would also like to thank SurveyTech and Gloar Design Team for allowing me to use their offices for the duration of my study. And lastly I would like to thank my family for their enduring support when I was working under pressure.

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## List of Acronyms and Abbreviations

ABDO	Africa Book Development Organization
ACPDT	Africa Community Publishing Development Trust
CFU	Commercial Farmer's Union
CSOs	Civil Society Organisations
CIVNET	Civic Education Network
CZI	Confederation of Zimbabwean Industries
DTT	District Training Team
EMCOZ	Employer's Confederation of Zimbabwe
ESAP	Economic Structural Adjustment Programme
GDP	Gross Domestic Product
HDR	Human Development Report
IFIs	International Financial Institutions
ILO	International Labour Organisation
IMF	International Monetary Fund
INGOs	International Non-Governmental Organisations
LOMA	Law and Order (Maintenance) Act
MDC	Movement for Democratic Change
NCA	National Constitutional Assembly
NGOs	Non-Governmental Organisations
POSA	Public Order and Security Act
PVO	Private Voluntary Organisations Act
SAPs	Structural Adjustment Programmes
SIRDC	Scientific and Industrial Research Development Centre
TUM	Trade Union Movement
TNDP	Transitional National Development Plan
UDI	Unilateral Declaration of Independence
UNDP	United Nations Development Programme
VIDCOs	Village Development Committees
VTCs	Vocational Training Centres
WADCOs	Ward Development Committees
WB	World Bank

ZANU PF	Zimbabwe African National Union Patriotic Front
ZCTU	Zimbabwe Congress of Trade Unions
ZNCC	Zimbabwe National Chamber of Commerce

## **CHAPTER 1: INTRODUCTION**

### **1.1 Problem statement**

In spite of decades of assistance for development to sub-Saharan Africa, the region remains an enigma to the international donor funding community. It has adopted a range of strategies and approaches spanning from the application of the modernisation theory in the 1960s to providing support for services aimed at meeting basic human needs and then, lately, neo-liberal market theories and good governance. One of the reasons why most developing countries have not made progress is authoritarian leadership which tends to derail the adoption of new ideas of development and undermine the role of civil society organisations or non-governmental organisations (CSOs/NGOs) in building human capabilities. Freedom of citizens is essential to development processes as it depends on social, political and civil rights, for example liberty to participate in public discussion and scrutiny of policies (Sen, 1999:3).

The process of community publishing in Zimbabwe is an example of a community media initiative that was designed to encourage participation of people in the development of their communities. Human communities are built by exchanging ideas and information. These processes lead to the definition, creation of a group's identity and interests they share for their survival within a specified geographical or cultural space. Communities' are created by communication system, which include various communication roles needs, and resources available to the individuals and subgroups which comprise the community (Opubor, 2000:12). The activities of community publishing are conducted by ACPDT in collaboration with other CSOs and International Non-Governmental Organisations (INGOs). Community publishing falls within the context of several projects and activities initiated by UNESCO and other UN agencies and INGOs and donor agencies that assist in developing such media which give different social groups, particularly the more isolated and disadvantaged, a chance to participate in development processes and have access to communication resources at the local level (Opubor, 2000:14). When people participate in the process of community publishing as planners, producers and performers, the process becomes informing and educating.

Fostering citizen participation and democratic governance requires constant engagement of citizens during initial stages. This includes dialogue about public interests, joint planning, implementing and evaluating public programmes and policies (Denhardt, Terry, Delacruz and Andonoska, 2009:1270).

Information is power and when it is created and disseminated it should be practical, concrete, user-friendly and must make sense to ordinary people (CCIC, 2008:18). The supply and creation of information should be responsive, demand driven while, at the same time, the information should not just be pre-packaged notes on the functions of institutions in development such as local government. The information should be based on the community's practical experience with regard to the use of these institutions as vehicles to improve the community's well-being. Community publishing in Zimbabwe is one example of a community media initiative that is responsible for the recording and dissemination of information within communities (Opubor, 2000:19).

In this turbulent century, the concept of civil society and the state as well as their relationship have been distorted, with negative consequences for both citizens and the state. There is talk about the role of institutions in society, their relations and how they are influencing the process of democratisation and capability building through knowledge construction in developing countries. In Zimbabwe, the state and CSOs are intertwined parts that want to promote the development of communities, especially the black community which is underdeveloped as a result of historical and contemporary neglect (Moyo, 1993:1). The current coalition government in Zimbabwe between the Movement for Democratic Change (MDC) and Zimbabwe African National Union Patriotic Front (ZANU PF) set up in 2009 wants to prioritize the development of local communities but there are still unresolved issues in the Agreement that the two parties signed that hamper its execution. Originally, the MDC was formed by members of CSOs/NGOs on realising that they were ineffective because they were fragmented; they wanted a single platform where they could challenge the hegemony of ZANU PF because Zimbabwe was slowly declining into a one party state which was abusing people's rights with impunity (Raftopoulos, 2009:203-204). The formation of MDC put an end to the dominance of one party. CSOs/NGOs now have a voice in national politics because of their alliance under the MDC.

Civil society is a contentious concept. Historically, CSOs represented various groups in communities and were mainly established as institutions that challenged the hegemony of one party state advocated by ZANU PF (Moyo 1993:2). CSOs/NGOs have targeted various social systems including the market economy, state and other repressive forms of governance. In increasingly complex societies, nations are evolving from 'governing by hierarchy' to 'governing by network' (Goldsmith & Eagers, 2004 cited in Ayre & Callway, 2005:91). CSOs/NGOs offer citizens an opportunity to scrutinise government policies, actions and pressure it towards addressing the needs of the majority of its citizens

Development of vibrant CSOs/NGOs helps to promote community participation in development processes and to transform the lives of citizens through the identification and discussion of real concerns in order to come up with solutions that contribute to the development of their communities (Naidoo, 2010:41). Involvement of communities' at the initial stages of a development process builds a sense of belonging in which they claim ownership and thus enhances their capabilities. Good development practices should build on skills, strengths, and ideas of people living in poverty rather than treating them as empty receptacles of development ideas (Green, 2008:7).

Regulatory legislations for CSOs/NGOs are generally accepted for providing an enabling environment for CSOs/NGOs because it gives them the right to operate and to safeguard basic freedoms that are in the constitution. It is also important to bear in mind that not all countries have constitutions and some countries that have them do not adhere to them. In Zimbabwe, the Constitution tends to achieve the opposite and this makes the relationship between citizens and the state problematic (NGO Consultancy Africa, 2007:3). However, the Zimbabwean situation has been changing following the formation of the coalition government and the former opposition now in government is advocating for an overhaul of the whole system of governance in Zimbabwe. Many developing countries and African countries in particular, are still experiencing problems between the state and citizens because some of the repressive colonial political laws and structures were not abolished when they attained their independence. During colonial times, traditional political economic and cultural structures were destroyed. Participation of African people in national decisions was not allowed by colonial authorities. African people hoped that independence would give them the opportunity to exercise their rights and participate fully in major decisions affecting the development of their countries. In most cases their hopes and aspirations did not materialise.

The history of CSOs/NGOs in Zimbabwe dates back to 1967 when it was still called Southern Rhodesia. Regulatory measures were enacted so that they controlled all CSOs/NGOs because they were considered as augurs of uprising by the black community against oppressive colonial rule (NGO Consultancy Africa, 2007:1). CSOs/NGOs that were formed during this time were instrumental in the growth and evolution of nationalist politics. Most of the political parties formed during this time were born out of trade unions and welfare organisations and ended up being involved in the nationalist struggle (NGO Consultancy Africa, 2007:1).



After Zimbabwe attained its independence in 1980, for the next ten years the economy experienced a period of economic growth and improvement in social indicators but the period from 1990 witnessed a turnaround in economic and social gains (Kapungu, 2008:1). Zimbabwe's education was transformed many times since the attainment of independence; reforms were both quantitative and qualitative. The government of Zimbabwe and CSOs/NGOs during the independence transition period created institutions that were able to work with communities in capability building through knowledge construction. Both formal and informal education in Zimbabwe increased the literacy rate to 91 per cent (Chiumbu, 2009:4).

## **1.2 Clarification of the research problem**

Based on the above information, the research explores the role of CSOs/NGOs in building human capabilities through knowledge construction. The study explores the following issues:

- Procedures and role players for community publishing and
- The effectiveness of the community publishing approach in building human capabilities through knowledge construction.

## **1.3 Research aim, questions and objectives**

In response to the problem as defined above, the overarching aim of this research project is to identify the role of CSOs/NGOs in building human capabilities through knowledge construction through the process of community publishing in Zimbabwe.

Accordingly, the research questions investigated are:

- (i) What is community publishing and how is it conducted?*
- (ii) Under what conditions is community publishing conducted?*
- (iii) How effective is community publishing in building human capabilities?*

An Initial literature review indicated that a systemic approach to the participation of community members in the development process is needed to address the complexly linked realities of under-development prevailing in most communities in Zimbabwe and other developing countries.

To answer the research questions above, the objectives of this study are:

- (i) Identify and describe procedures and role players for community publishing;
- (ii) Investigate conditions under which community publishing is conducted; and
- (iii) Establish and analyse the effectiveness of the community publishing approach in building human capabilities through knowledge construction.

## **1.4 Method of research**

An extensive literature analysis of the role played by CSOs/NGOs and the State in building human capability was carried out. The review of literature included finding out conditions CSOs/NGOs operate in and support systems they use in institutional building that helps enhance human capabilities in the development process. The advantages of institutional building were also weighed and how they can help improve human capability building. Semi-structured Interviews and questionnaires were drawn and administered to investigate the role of CSOs/NGOs in human capability building. Questions were structured to give answers to the three objectives mentioned above. Africa Community Publishing Development Trust ACPDT, Civic Education Network (CIVNET), Africa Book Development Organization (ABDO), District Administrator and three community members from one province (Shamva) were interviewed. Fifteen community publishing members from two provinces (Umzingwane and Buhera District) responded to a questionnaire.

The researcher attended one workshop. The theme of the workshop was “Peace Building”. The workshop was used as a tool to gain insight into the process of community publishing and it was guided by the three objectives. The researcher also attended and observed one study circle session.

## **1.5 Structure of the study**

This chapter outlined and identified problems to be addressed as well as the assumptions, objectives and purpose of the study. The following is a brief explanation of the procedures to be followed in the research.

**Chapter 2** provides a review of the relevant literature on the variables that are in the research. The focus is on the history of civil society development in Zimbabwe; the relationship between human development and economic development; institutional building in the CSOs/NGOs and how they assist

in human capability building. Most importantly, the chapter dwells on the role of community publishing in enhancing human capability through knowledge construction. Surprisingly, there has been little or no specific research done on the role of community publishing as a tool that can enhance human capabilities and encourage people to participate in the development process in Zimbabwe. The chapter outlines some of the challenges that CSOs/NGOs face in the process of trying to effectively implement capability building programmes in Zimbabwe. Concepts used in community publishing and development studies are going to be defined and conceptualized.

**Chapter 3** describes the research methods used in the study with special emphasis placed on instruments, subjects and procedures. The three instruments of data collection used in this study are explained and discussed in detail.

**Chapter 4** is dedicated to the presentation and data analysis. The aim is to address the objectives of the research chapter 1. The chapter also interprets and discusses results in the light of previous research.

**Chapter 5** contains conclusions on the findings and outlines recommendations. It also includes a brief outline of the limitations of the study as well as areas for further research.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

The study explores the role of civil society organisations/non-governmental organisations (CSOs/NGOs) in building human capability through knowledge construction. When a government and society plan to eradicate illiteracy they have two options. One is to concentrate on the provision of universal primary education for children, in the hope that gradually, in the future no more young people will grow up illiterate. The other is to accelerate the process by providing basic education for adults. Che Guevara in Steinberg and Suttner, (2000:20) argues that “society as a whole must become one big school”. The coming of society as one school helps communities to participate in designing development projects that are centred on the needs of communities as this helps in sustaining development projects and the eradication of poverty.

Attitudes of the state, international non-governmental organisations (INGOs) and CSOs towards capability building in the development process are dependent on institutional building and social capital available in the society. This leads to the promotion of positive attitudes by institutions in society to implement a knowledge construction model that enhances development because it is centred on people’s needs. Emphasis in the study is on the link between human development and economic development, the role of the state, CSOs/NGOs in human development and how they have enhanced the development process. Legislations by the government to regulate activities of CSOs/NGOs and implications they have on the process of building human capability will be examined.

Researchers that are concerned with changes in human society and development follow three trajectories. The first one is socioeconomic change which is closely linked to productivity growth, technological innovation, increasing incomes, raising the levels of education and increasing access to information among many other things (Welzel, Ingehart & Klingemann, 2003:341). The second trajectory is concerned with socio-economic development when markets are expanding, social mobilization diversifies and human activities also intensify e.g. civic exchange and commercial transactions (Welzel, Ingehart & Klingemann, 2003:341). The third trajectory follows society’s political institutions and in particular, the movement towards democratic institutions in which countries have implemented democratic institutions that have led to a rise in civic participation (Welzel, Ingehart & Klingemann, 2003:341). According to Welzel, Ingehart and Klingemann (2003:345), “[s]ocioeconomic

development includes a bundle of processes (e.g., urbanization, social mobilization and occupational differentiation) that increase social complexity and multiply social transactions between human beings". These processes of creating democratic institution that enhance human capability help in emancipating people and weakening vertical authority relations while strengthening horizontal bargaining relations which give the people autonomy in designing their own development.

### **2.1.2 Definition of concepts**

According to UNDP (2009:7), "Development mainly involves the expansion of human potential, people developing capabilities that are able to empower them to make choices to ensure that they lead lives they value".

According to Opubor (2000:12), "People who share certain cultural attributes have access to certain resources of social organisation and common institutions, resulting in common basic beliefs that make up a community". Human communities are based on exchanging initiatives, meaning and information in defining a group's identity, maintaining it and in the process affirming and creating a community.

CSOs/NGOs are complex political and social ecosystems that include grassroots social movements, established organisations such as churches and trade unions (Green, 2008:63). CSOs/NGOs embrace the general public and they help communities by representing social domains that are not part of the market or the State. CSOs/NGOs are capable of providing power to groups in society and helping them in developing and conveying their views by influencing how the market and the state operate or ensuring that their grievances or suggestions are attended to despite the lack of regulatory power that the State may possess and the economic power that market actors may boast (WHO, 2002:4). CSOs/NGOs combine the collective interests of communities to engage in issues or activities that need to be addressed, e.g. development projects and policy formulation.

According to Woolcock (1998:156), "Social capital is a resource that results from the interaction of rational agents of people in communities trying to co-ordinate different activities in society for mutual benefit; it comes in the form of trust and is created from collective endeavours that include participation of communities in civic associations". Putnam (1993) describes social capital as features of organisation that include trust, norms and networks that help in improving efficiency in society because it helps in the facilitation of coordinated action (Putnam, 1993 cited in Mansuri and Rao, 2003:10-11).

Community publishing is a method of communication in development and it aims to build communities' confidence, creative capacities and analytical skills of grassroots development workers and community leaders by involving them in planning, writing, evaluating and distribution of books (Opubor, 2000:13). Community publishing is a process that requires constant gathering of community members to discuss what they need through study circles. According to Gunarsson (2002:4-5), "A study circle is a group of adults who meet to study with a purpose, they then study a certain topic they have all agreed on. The study circle is a simple method of learning as it builds upon the experiences and knowledge of group members".

## **2.2 Historical development of civil society in Zimbabwe**

### **2.2.1 Pre-independence phase**

Colonial policies in Zimbabwe after 1890 and those of the Unilateral Declaration of Independence (UDI), which was an act of rebellion against colonial Britain led by Ian Smith, criminalised the black community and those that sympathised with them. Without any political activity in Southern Rhodesia (Zimbabwe) the prospects of organising CSOs/NGOs that were co-ordinated were non-existent. During the era of Smiths' Rhodesia, political activity of the black population was a clandestine affair where communities were forced to organise their activities in private under conditions that were often life threatening (Moyo, 1993:6). This culture created an underdeveloped civil society before and after independence in 1980. According to Moyo (1993:6), "it is a well-known fact that, during the colonial period, social movements such as trade unions, student groups, community organizations and political parties in the Black community were trampled upon in an attempt to relegate them to permanent political irrelevance".

Indigenous African communities in Zimbabwe organised against colonial rule beginning in 1893 with the Ndebele Uprising and then in 1896 with the nationwide First Chimurenga War<sup>1</sup> (Banana, 1989:13). The essential requirement for that struggle against, land dispossession, unjust laws and racial segregation was the unity of the African people. Ironically, this unity would subsequently elude them from time to time, thus weakening their struggle. In the period between the two world wars, various native associations (burial societies, cultural groups, economic clubs etc) were formed, the most

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<sup>1</sup> Chimurenga: Shona name for war

important one being the Trade Union Movement (TUM)<sup>2</sup> (Banana, 1989:13). The first official organisation for workers in Southern Rhodesia was the Industrial and Commercial Workers' Union which was formed in 1928 with the aim of fighting against the discriminatory labour legislations for example the Masters and Servants Act, forced labour and exploitative wages (Banana, 1989:13).

African protest movements also emerged in churches dominated by Europeans. African ministers of religion broke away from these churches because they were frustrated by their discriminatory practices which tended to render the church indistinguishable from the oppressive state (Banana, 1989:42). This led black members of the church to searching for and establishing institutions where they could feel at home and their cultures and experiences could be preserved and accommodated. The formation of independent African churches was one way the black community organised themselves and the first church that incorporated African traditions was established in 1915 by Matthew Chigaga Zvimba who broke away from the Methodist Church to form the Shiri Chena Church<sup>3</sup> (Banana, 1989:42).

In 1930 churches and African TUMs joined together in political and economic struggles in search of self assertion, human dignity and a fair share of the country's resources. The Great Depression(1928) and The Second World War(1939-1945) increased European immigration to Southern Rhodesia while capitalist industrialisation and racial discrimination contributed towards the development of a heightened African national consciousness that was pushing for reforms (Banana, 1989:42).

CSOs/NGOs involvement in the political struggle in Southern Rhodesia intensified with the Unilateral Declaration of Independence (UDI) of 1967. Before 1967, CSOs/NGOs functions were not regulated by legislation and the passing of laws by the Smith Regime post-UDI, for example, the 'Welfare Organisation Act' was designed to regulate the affairs of CSOs/NGOs (NGO Consultancy Africa, 2007:1). According to NGO Consultancy Africa (2007:1), "The Welfare Organizations Act<sup>4</sup> was one of the acts that were enacted two years after the UDI was in government". The main aim of the Act was to ensure that government had total control over CSOs/NGOs perceived to be aiding and abetting the

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<sup>2</sup> This Labour movement was the first step in organising labour; it led to the formation of other organisations that led to the first war of liberation in Zimbabwe when their grievances were not met (Moyo, 1993: 6).

<sup>3</sup> The formation of the Shiri Chena Church was followed by more independent churches which sprang up during the 1920s, through the initiative of returning labour migrants such as Samuel Mutendi, David Masuka and Andrea Shoko from South Africa where the independent church spirit was alive. These reformists started recruiting and mobilising popular support for the Zionist faith (Banana, 1989: 42).

<sup>4</sup> One of the laws enacted to regulate functions of CSOs. There was much other repressive legislation that was enacted including The Welfare Organisation Act (NGO Consultancy Africa, 2007:1).

war of liberation against colonial rule. At this stage, CSOs/NGOs played a crucial role in spreading information to the international community about human rights abuses in Rhodesia; helped in raising money for the liberation struggle and smuggled nationalist leaders out of the country or created opportunities for political prisoners and underprivileged citizens to further their education at home and abroad (NGO Consultancy Africa, 2007: 1). CSOs/NGOs campaign against human rights abuses by the UDI government led to the international community imposing sanctions on the rebel regime.

### **2.2.2 Post-Independence Phase**

When Zimbabwe attained independence in 1980 the people expected a governance structure that was inclusive. With the formation of the Zimbabwe African National Union Patriotic Front (ZANU PF) - a union between the former liberation parties, ZANU and ZAPU in 1987, the Party became the sole and legitimate representative of the people. This led to the party declaring itself as an umbrella organization that represented all social movements and in the process effectively sidelining CSOs/NGOs that had helped them in the liberation struggle (Moyo, 1993:7). All CSOs/NGOs were challenged by ZANU PF to join them as this was deemed to be the only way of proving that they were committed to the revolution<sup>5</sup>. According to Moyo (1993:7), "The commitment to the revolution meant loyalty to the ruling party and not the nation and the plea at that time was a legislated one party state".

CSOs/NGOs that resisted the move by ZANU PF of including them in the structure of the party were considered traitors. Consequently, there was political independence of The One Party state in which the political leadership had changed, where government bureaucracy had become black (Moyo, 1993:7). CSOs/NGOs that include student movements and trade unions that hoped to be legitimised by the new state were thus marginalized from the decision making process with no space for manoeuvring. While some died, those that survived were forced to work along ZANU PF party lines. One of Zimbabwe's daily newspapers, *The Herald* (5 December 1989) declared that "There must be no encouragement of distinctions between the workers and the party or the peasants and the party. There should be no Separate Electorates but only a recognition and sensitivity to the unique interests and problems of the peasants and workers which must be addressed by the party as a whole. That is the workers and peasants must be part and parcel of the masses. They are the masses".

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<sup>5</sup> This is confirmed by the President of Zimbabwe's New Years Eve Address: 'As Zimbabweans, our new nation now demanded of us either as individuals, or as groups or communities, a single loyalty that is a proper and logical manifestation of our national unity and spirit of reconciliation (*The Herald*, 1 Jan. 1981).



The situation was different in the white community of Zimbabwe; they managed to form CSOs/NGOs that influenced government policy and their main area of interest was economic matters (Moyo, 1993:8). The organisations that protected the interests of the white community included the Zimbabwe National Chamber of Commerce (ZNCC), Confederation of Zimbabwean Industries (CZI), Commercial Farmers Union (CFU) and Employers Confederation of Zimbabwe (EMCOZ). These groups were vital in the liberalisation of the economy and protected the interests of their constituencies in the economic spheres (Moyo, 1993:9).

The Zimbabwe Congress of Trade Unions (ZCTU) was formed by the government after independence and designed to operate under the guidance of and in tandem with party structures. The organisation broke away from government in the 1990s following the adoption of the Economic Structural Adjustment Programme (ESAP) which was implemented to stimulate the stagnating economy (Saunders, 2000:23). The breakaway of ZCTU from party ranks was a consequence of lack of consultation on policies that affected everyone in society. This period was characterised by growing social discontent with the ZANU PF led government, which led to the ZCTU forming broad social alliances with CSOs/NGOs (Raftopoulos, 2009:202)

Initially, the labour movement in Zimbabwe and its allies launched the National Constitutional Assembly (NCA) to campaign for a new democratic constitution (Nupen, 2008: 7). The NCA was officially launched on 31 January 1998 (Kagoro, 2004:242). In 1999 the government established the constitutional commission to deal with constitutional matters in response to demands from the public though the commission comprised largely of individuals who were ZANU PF sympathisers (Kagoro, 2004:245). As the economy of Zimbabwe was deteriorating, in September of 1999 the NCA alliance managed to garner support from different CSOs/NGOs involved in capability building and formed an opposition party named The Movement for Democratic Change (MDC) (Chiumbu, 2009:2). The new party managed to campaign against the draft constitution leading up to the 2000 referendum resulting in ZANU PF's first ever defeat when the constitution was rejected by the general public. The alliance of CSOs/NGOs had managed to conduct a successful voter education that resulted in the majority of people of Zimbabwe rallying around a common cause.

### 2.2.3 Regulation of CSOs/NGOs by the State

When ZANU PF realised that they were losing the electorate they implemented several laws to suppress the alliance of the opposition and CSOs/NGOs. The Public Order and Security Act (POSA)<sup>6</sup> was passed into law by the Parliament of Zimbabwe on the 10<sup>th</sup> of January 2002 before the presidential elections that were going to be held the same year. According to Chiumbu (2009:30), “the enactment of POSA was a reincarnation of the Law and Order (Maintenance) Act (LOMA) of the 1960s. LOMA was widely used by the Rhodesian authorities to suppress anti colonial political activity as well as CSOs/NGOs efforts mobilising and rallying the people around one cause”. Under POSA, public gatherings were restricted, the police granted permission for groups and communities to hold public gatherings and any activity outside the provision of POSA was ruthlessly dealt with. Thus, following the enactment of POSA, opposition parties (especially MDC which was represented throughout the country) and CSOs/NGOs could not hold public gatherings without police approval.

On 13 September 2002 the government issued a public notice advising CSOs/NGOs to register as stated in section 6 of the Private Voluntary Organisations Act (PVO) Act (NGO Consultancy Africa, 2007: 12). The intention behind the PVO Act was to restrict the activities of or ban foreign funded CSOs/NGOs that dealt with governance issues (NGO Consultancy Africa, 2007:16). A key provision of the Act was that CSOs/NGOs had to be operated by people who were permanent residents of Zimbabwe (NGO Consultancy Africa, 2007:16). This made the operations of CSOs/NGOs in Zimbabwe difficult, especially those that deal with governance issues. Because the term governance is ambiguous, the government could decline registering even such CSOs/NGOs as international humanitarian NGOs that specify the necessity of governance issues in food distribution. Should such CSOs/NGOs continue operating they risked prosecution and so many of them ended up conducting their operations from South Africa. Legislations passed to regulate CSOs/NGOs have not managed to create an enabling environment. Rather, these legislations enabled the State to control the sector which is playing an important role in challenging the hegemony of ZANU PF, then the ruling party.

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<sup>6</sup> The government of Zimbabwe enacted other laws that interfered with the functions of CSOs/NGOs and they include the Criminal Law (Codification and Reform) Act 2004, Interception of Communications Act 2007, Access to Information and Protection of Privacy Act (AIPPA) 2002 (Chiumbu, 2009: 22 – 37).

### **2.3 Overview of Africa Community Publishing Development Trust (ACPDT)**

Over the years civic education in Zimbabwe has helped in dispelling fear, apathy and intolerance among people and communities (Nupen, 2008:4). Civic education conducted by CSOs/NGOs presents an opportunity for mobilising communities in the face of various forms of repression that are prevalent in many communities or countries. The world is ridden with crisis, hunger under nourishment, famines and it is perceived that these problems might get worse in the long run. Civic education, builds human freedoms and capabilities to enable participation in community development. It can counter some of the perceived un-freedoms that lead to social crisis. According to Sen (1999:147), “political freedoms can have a major role in providing incentives and information in the solution of acute economic needs”.

Community publishing is one method used in civic education in Zimbabwe. It is influenced by other participatory approaches to change such as Paulo Freire’s development to critical consciousness and A. Hope and S. Timmel’s *Training for Transformation* (ACPDT, 2006: 15). ACPDT (2006: 15) states that community publishing in Zimbabwe is innovative in the sense that it uses the collective production and distribution of books as a main tool for transformation. According to Opubor (2000:13), “community publishing is defined as a method of development communication which builds the confidence, analytical skills and creative capacities of communities, grassroots development workers and community leaders by involving them in collective planning, writing, evaluation and distribution of books”. The process of community publishing thus helps in human capability building. Community research in community publishing is based on generative themes that affect communities’ daily living conditions. Any theme selected by communities provides a framework that can be used for information sharing and the dissemination of knowledge, which creates a foundation for community and individual empowerment (Nupen, 2008:10).

Civil society organisations can demonstrate broad public support for policy changes through their investment in training and education, improved communication and improved participation of individuals in development projects (Green, 2008:61). The process of community publishing is able to overcome some of the most common problems of communication, as it is based on a bottom up approach which is participative and collaborative. According to ACPDT (2006:15), “community publishing is a process of enabling previously marginalised groups to discover their own talents and value through research, publishing and organising for change in development practices”. Therefore, it

is a process that enables impoverished people to overcome internal oppression, articulate their experiences, concerns and communicate effectively by using power of persuasion and organisation.

### **2.3.1 Background to the Community Publishing Programme in Zimbabwe**

In 1986, the concept of community publishing was established in response to the social and political challenges of the country at that time. Through the creation of decentralised development committees serviced by Village Community Workers, The new Ministry of Community and Co-operative Development provided the necessary environment for community publishing to be established in communities that were in need of development (ACPD, 2006:5). The end product of the community publishing process is a book while each book tackles a different subject and has a specific goal. Readers of the books are seen as active participants and contributors rather than just passive recipients. The process of community publishing employs a two way communication technique during the production process to ensure that the book is a collaborative effort (ACPD, 2006:5). Participation in development requires knowledge and basic education skills (Sen, 1999:32). This is what led to the government creating a community publishing team to help build necessary skills and knowledge to be used by communities to enhance their participation in the development process. Deepened consciousness of community's situation helps people to apprehend their situation as a historical reality that is capable of transformation (Freire, 1970:66).

Community publishing processes aims to promote critical thinking, enabling people to become 'subjects' of change themselves (Kane, 2010: 277). Findings from the process of community publishing are consistent with Kane's (2010: 277) findings in Latin America in the 1970s and 1980s where popular education using adult education was linked to community development. According to Kane (2010: 277), these types of initiatives have been used in a wide range of contexts, including Chile under Pinochet. In Nicaragua, it contributed to the revolution. Kane (2010: 284) states:

...popular education has made an important and imaginative contribution to community development in Latin America. At its best, its philosophy and methodological practice enable people to see connections between their own lives and wider political structures, helping individuals, groups, organizations and movements understand problems, take action, reflect on their practice and become better, more empowered agents of change.

When Zimbabwe attained its independence in 1980 a Transitional National Development Plan (TNDP) was implemented with the aim of creating an egalitarian democratic socialist society (McHugh, 2003:6). The first Prime Minister of independent Zimbabwe, Robert Gabriel Mugabe, then issued a directive in 1984 that complemented the national development plan by issuing a decentralised framework whose main aim was to involve local communities in participating in development planning (McHugh, 2003:6). New local governance administrative branches at community level were established by the government and they included the Village Development Committees (VIDCOs)<sup>7</sup>, representing 100 villages or 1000 people, Ward Development Committees (WADCOs)<sup>8</sup>, representing six villages or about 100 individuals (McHugh, 2003: 6). The TNDP was to be complemented by CSOs/NGOs and other institutions that were initiated by the government to deal with human capability building to ensure that communities that participated in development programmes understood what was required from them and why.

The government new vision for development aimed at involving people in improving their own economic, social and cultural wellbeing, leading to the enhancement of human capabilities. This vision gave support to initiatives which encouraged people to define their own needs and aspirations. Put in other words, community publishing is a community based participatory process that offers opportunities for organising development. The process aims to enable marginalized groups to use their creative energies to build dynamic leadership, tackle poverty, take charge of their lives and make the decisions that shape their future, using knowledge systems and intellectual and material resources available in their community. In this way, communities are responsible for identifying issues that are of great concern to them and use the information to publish books, which are then used to discuss and come up with practical solutions to different issues that affect their everyday life (ACPD, 2006:17).

The books are also used by communities to lobby for policy formulation that suit their needs or requirements. Through the distribution of books they also reach out to other communities where the program is not directly implemented. According to ACPDT (2006:23), there are *four* core elements that must be in place for development to take place at community level in order to tackle the inability of poverty stricken rural and urban communities to participate effectively. These include the following:

- *Information* – i.e. knowledge of gaps in access to and enjoyment of rights motivates citizens to have a say.

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<sup>7</sup> A VIDCO is a subcommittee of a village assembly.

<sup>8</sup> A WADCO is a subcommittee of a ward assembly.

- *Voice* – gaining voice allows citizens to participate in development planning, implementation and policy making at local level.
- *Community and organisational skills within the community* – they are necessary in order to build community cohesion and collective vision.
- *Advocacy* – i.e. facilitating interaction between citizens and local authorities, building a local governance system that is participatory, responsive, accountable and transparent, and ensuring that concerns and recommendations of the majority can influence decision making regarding the allocation of resources.

Community publishing enhances the exchange of information within and outside a community. The process involves – among other things - a two-way communication system which helps in enhancing the generation of knowledge within a community. Communities are created by communication systems that have various communication roles, resources and needs that are available to subgroups and individuals that make up a community. Experience has shown that the correct method is needed for a two-way communication participatory system in development work (Sen, 1999:9).

### **2.3.2 Community Publishing Methodology**

Access to education in an informal or a formal system helps in improving the well-being of communities and creates a starting point for future generations. According to ACPDT (2006:15), the process of community publishing follows *five* main steps:

- *Planning Mobilisation and Research*: The national book team prepares a tentative book plan, which describes the process of book production and the potential topics to be discussed. Information is transmitted to participants and representative of targeted readership around Zimbabwe.
- *Writing*: Files are opened on each chapter to be featured in the book containing all stories sent to the national book team. Participants present themselves using language that they are comfortable with. Data gathered is supplemented by case studies and scholarly research conducted by the national book team.
- *Testing, Final editing and Printing*: After the draft book has been compiled, readership representative participants give feedback on the draft and make suggestions of what has been left out. This guides the national book team in producing a final product.

- *Distribution:* Workshops are held for village, provincial and national level readership representatives to train them how to make full use of the book.
- *Evaluation:* Evaluation of the process is conducted through workshops at each stage of the book's production.

### **2.3.3 The Civic Education Network Trust (CIVNET) in Zimbabwe**

In 1996 a coalition of six CSOs/NGOs including ACPDT, Legal Resources Foundation, Edwina Spicer Productions, ZimRights, Zimbabwe Council of Churches and Catholic Commission for Justice and Peace in Zimbabwe formed CIVNET (Nupen, 2008:5). The main objective of the organisation was to promote and encourage democracy by educating voters (Nupen, 2008:5). In addition, CIVNET was determined to counteract voter apathy then prevalent in Zimbabwe. Table 2.1 represents voter turnout in Zimbabwe from the period when the country attained independence up to 2000. Voter turnout was high during the first election at independence, however thereafter it had been declining over the years, hence the need to create a network that educated communities on the importance of participating in elections.

CIVNET took on other responsibilities in civic education which include community training programmes in social analysis to help participants to understand the complexity of problems they experience in communities and how to address them (Nupen, 2008:5). According to Nupen (2008:10), "The training materials of the civic education course are supported by reading materials and manuals provided by partner organisations such as ACPDT". Other functions of CIVNET include distribution of books produced by ACPDT in other areas not covered by the organisation.

**Table 2.1: Voter Turnout in Zimbabwe Elections: 1980 - 2000**

Year	Potential voting population	Registered voters	Voter turnout	% of potential voters	% of registered Voters
1980	2900000	2900000	2702275	93	93
1985	4000000	3500000	2972146	74 -	85
1990	5300000	4800000	2237524	42 -	47
1995	6000000	2600000	1482660	25	57
2000	5500000	5049815	2552 844	46	50

(Source: Sachikonye, 2000:50)

Civic education in Zimbabwe is of strategic necessity for economic and social development to succeed in Zimbabwe. According to Nupen (2008:4), “Civic education introduces citizens to basic concepts of democracy, participation, accountability and leadership at various levels of society”. The aim of civic education is to dispel intolerance, fear and apathy amongst citizens. It also presents an opportunity to mobilise communities despite the current environment of political repression that the country faces. Civic education helps to increase human freedom which helps in increasing human capability. As has already been observed, communities and CSOs/NGOs have managed to challenge the hegemony of ZANU PF by creating a party Movement for Democratic Change (MDC) that represents many sectors of society in Zimbabwe. This would have been inconceivable without the civic education approach (Raftopoulos, 2009:210).

## 2.4 Human capability approach

The human capability approach to development supports human development because it brings attention to a wider range of information on people’s well-being and freedoms than earlier models of economic planning (Gasper, 2002:435). In spite of this, the capability approach is not a perfect theory for explaining human development because it still has troubling features which require modification. Development is too complex to capture in a slogan that depicts it as a process of enlarging human choices. According to Nelson (1996) cited in Robeyns, (2000:4), “The capability approach redefines economics from a discipline that is centrally concerned with preferences, choices and exchange to a discipline that focuses on needs related to individuals ‘people’ who are embedded in their environment. The major constituents of the capability approach are functioning and capabilities”. At

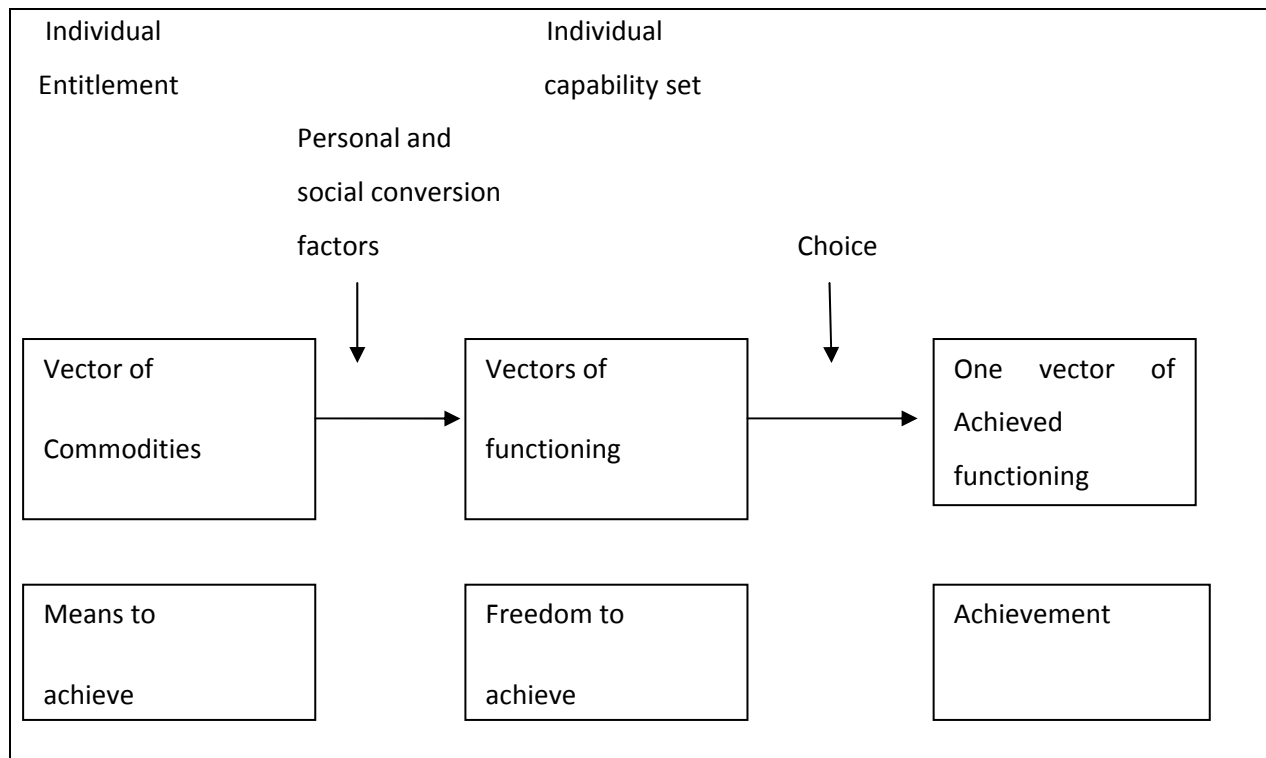


the same time, though, it is incontestable that the capability approach helps explain some of the complexities of human life (Gasper, 2002:435). This enables the people to be involved in the development process through knowledge construction models that help in building human capability.

The suggestion is that human development cannot be measured merely by using income levels as conventionally understood, but that what matters is what a person can do in terms of functioning in society as this aids the development process (Todaro & Smith, 2009:16). Amartya Sen (1999) (cited in Evans (2004:95) defines 'human capabilities' as "the set of valued things that are feasible for a person to do. The range of capabilities is enormously variegated from having dependable access to adequate nourishment to having the possibility of being a respected participant in community life. Taken together, capabilities define the extent to which people can lead the kind of lives they value and have reason to value because of enhanced freedom".

The capability approach focuses on capabilities as indicated in figure 2.1. A capability approach must concentrate on human freedom to enable the achievement of capabilities to function in general (Sen 1995 cited in Robeyns, 2000:4). Functions of a person are represented by 'doings and beings' and a person's capability consists of various combinations of functioning that a person is able to achieve (Robeyns, 2000:4). Functioning and capabilities of a person are closely related though they are distinct. According to Sen (1987) cited in (Robeyns, 2000:4), "a functioning is an achievement, whereas a capability is the ability to achieve. Functioning is in a sense, more directly related to living conditions, since there are different aspects of living conditions. Capabilities, in contrast, are notions of freedom, in the positive sense: what real opportunities you have regarding the life you may lead". Functioning is defined by Gasper (2002:438) as "various components or aspects of how a person lives. A person's capability (capability set) is the set of alternative functioning vectors s/he could attain, in other words the extent of his/her positive freedom".

**Figure 2.1: A schematic representation of the capability approach**



(Source: Robeyns, 2000:4)

The capability approach focuses on human development as an improvement of human-wellbeing. Its focus is not merely concerned with human resource development but goes all the way to supporting human capital development in helping economic growth. According to the capability approach, people are not the principle means for development, economic growth should also be viewed as a means that enhances human development (Gasper, 2002:442). Human development is dependent on other variables in society that include economic development and institutional development. One component of the development system relies on another component for countries/communities to improve human, social and economic prospects for everyone.

### **2.4.1 Links between economic development and human development**

The relationship between human development and economic development is difficult to link and quantify but they are both instrumental in the advancement of people and communities' well being. An adequate conception of development must go beyond the accumulation of wealth and the growth of Gross National Product (GNP) and other income related variables (Sen, 1999:14). Anand and Sen

(2000) cited in Welzel, Ingehart and Klingemann, (2003:356) have argued that “per capita GDP is an incomplete measure of a society’s human resources. Moreover, GDP does not include the distribution of resources”. UNDP (1990) cited in Srinivasan, (1994:238) denotes that human development is “the process of widening people’s choices and the level of their achieved well being”. The ideal aim of development is to help people to understand that they live lives they value and cherish.

After the Second World War the success of The Marshal Plan led to the formation of International Financial Institutions (IFIs) that included the International Monetary Fund (IMF) and the World Bank (WB) whose aim was to help in the economic development of Europe. The success of the Marshal Plan in the development of Europe’s economy created a way of thinking where development became a ‘shibboleth’ for progress (Goulet, 1992:468). Meaning that rapid industrialization and improvement in material conditions could be achieved by following the formula that was used in the quick recovery of Europe that involved the injection of foreign capital for investment in infrastructure that complemented industrialisation in order to create a productive and modern economy. This thinking influenced Structural Adjustment Programmes (SAPs) that were implemented in many developing countries. In turn, the implementation of SAPs in developing countries has led to various academic disciplines that are responsible for planning development. In essence, the development that is being advocated by the various economic disciplines is only equated to economic development.

Many planners equate development with economic growth. Keynes and fellow economists acknowledge the instrumental value of economic development first and the rest will follow because there will be resources for engaging in human development (Goulet, 1992:468). Goulet (1992:468) argues that in 1990 a group of economists working under the United Nations Development Program transcended the narrow views of development that concentrated on economic growth performance as measured by GNP and they issued the first report on human development. The need to construct new development indicators is clear testimony that economic development cannot be used as the only indicator for the complex reality of development.

According to Sachikonye (2000:28), “access to education at all levels expanded phenomenally when Zimbabwe attained independence to the period when SAPs were introduced. The health service sector grew significantly. In addition, there was considerable investment in the land resettlement programme, road and dam construction”. It follows that when the country attained independence in 1980, it made great strides in human development. It invested in education and health to help

communities that had been sidelined by the previous colonial governments. According to Gwarimba (1994:5), the major objectives of education before the Economic Structural Adjustment Programme (ESAP) as stated in ZANU PF 1980 and 1985 manifestos are as follows:

- To abolish racial education and introduce a common educational system for one common identity,
- To introduce free and compulsory primary and secondary education for all children;
- To introduce adult education and literacy for all adults who had not had the opportunity for formal education,
- To raise ideological consciousness in the political, social, cultural and economic spheres and
- To provide skills and attitudes that contribute to the prosperity and well-being of the people as a whole and
- To provide 'manpower' required for development.

All these goals were people oriented. At independence, the government made great strides in expanding education systems at all levels; made primary education relatively free, secondary and tertiary education relatively cheap and they tried to transform the curriculum in line with the needs of industry and commerce.

According to (Sen, 1999:xii), "social opportunities for education and health care, which may require public action complement individual opportunities for economic and political participation and also help to foster our own initiatives in overcoming our respective deprivations". This philosophy was fundamental to Zimbabwe's human and economic development from 1980. Reforms in the education system started with the amalgamation of the separate education systems. The number of registered schools and colleges increased. According to Kapungu (2008:2), "in 1980, there were five teachers' colleges, two polytechnic colleges, and one university. The high demand for education resulted in the construction of new facilities and increased enrolment. By 1990, teachers' colleges had increased to 14, technical colleges to eight while two new Vocational Training Centres (VTCs) were established". The Government reforms in education up to 1990 were focused on quality and relevance of education. Kapungu (2008:2) lists some of the reforms in the education sector in Zimbabwe include relevant:

- curriculum content,
- teaching methodologies,

- new Technologies,
- skills provision,
- decentralisation of colleges and
- establishment of college advisory boards.

The success of reforms in the education system gave impetus to the formation of the Scientific and Industrial Research Development Centre (SIRDC) whose mandate was to link scientific research with institutions of higher learning. Unfortunately, all these reforms were undermined when government expenditure on social spending was reduced as a condition for obtaining a loan from the International Monetary Fund (IMF) in order to boost the GNP. Consequently, there were challenges in implementing the program because there was lack of continuity and limited resources.

The economic conditions in Zimbabwe during the 1990s were an inhibiting factor in the attainment of education and job creation for many people. Cuts in education and health expenditure by the government due to negative economic growth had the negative effect of reversing the gains achieved in human development and human capital from 1980 (Kapungu, 2008:3). According to Kapungu (2008:3):

...the allocations to the three education ministries the Ministry of Education, Sport and Culture, the Ministry of Higher and Tertiary Education, and the Ministry of Science and Technology have been declining as a share of the national budget over the past years. The allocation to the Ministry of Education in 2007 was just 8.94 percent of the national budget, a reduction from the 19.24 percent in 2006; of that, employment costs make up 77.45 percent of the Ministry's budget, with only 15.02 percent allocated for operations and educational development. This small portion is meant to cover the implementation of vast projects, including building schools and educational infrastructure, and introducing new educational programs.

By June 1992 the media were reporting dropping enrolment in schools in various regions in Zimbabwe, leading to teachers being withdrawn from certain schools and redeployed to other schools that still enjoyed high enrolments (Gwarinda, 1994:6). The Economic Structural Adjustment Programme of the 1990's was responsible for redundancy of teachers and a drop in human development. According to Goulet (1992: 469), "in policy arenas national governments and international financing agencies are still operationally defining development as maximum economic growth and a drive toward industrialization and mass consumption". Table 2.2 shows two periods in Zimbabwe's economic

development before and after ESAP. The first period was based on government spending on education and health, while the other period was based on a period of limited government expenditure.

**Table 2.2: Trade liberalisation and economic performance**

	<b>Before Trade Liberalisation (1985-91)</b>	<b>After Trade Liberalisation (1991-95)</b>
<b>Real GDP Growth</b>	5.3%	3.2%
<b>Agriculture</b>	6.6%	10%
<b>Mining</b>	4.5%	-0.7%
<b>Manufacturing</b>	8.9%	2.3%

(Source: Sachikonye, 1999: 67).

Liberalisation was a policy aimed at growing the Zimbabwean economy by taking advantage of opportunities in the global market. Liberalisation of the economy led to a reduction of the Gross Domestic Product (GDP). Liberalisation also undermined positive steps that had been achieved in human development and economic development as the manufacturing sector and mining sector declined. Economic restructuring, according to the International Monetary Fund (IMF) dictates in Zimbabwe had negative consequences in the form of food shortages, child withdrawal from school, poor access to health, repossession of homes after failure to meet rental and mortgage obligations, overcrowding, malnutrition and casualisation of workers (Mupedziswa, 1994:3).

To conclude on the link between human development and economic growth, the disadvantaged members of society, the poor are likely to benefit less from economic development in a country if certain conditions are not met. Shepherd (2007:15), provides three obstacles that are still hampering human development:

- Economic growth in a country matters and can benefit a country over time because it helps in generating jobs but the market size of a country can be a limiting factor in economic development
- Some growth policies harm the poor e.g. trade liberalization and a bias on infrastructure development at the expense of human development. This may lead to many people falling in poverty

- The overall picture depends on how a country distributes benefits of economic growth and effective service delivery

According to the HDR (1996) cited in Gasper, (2002:442) “The adjective ‘Human’ in ‘Human Development’ conveys the suggestion that earlier economic development was not human-centred and that ‘development’ was, in practice, inadequately conceived and used as economic growth. GDP was never suited to be a measure of well-being. It was designed to measure monetised activities, most of which represents lack of, or loss of, well-being; it excludes many other aspects of, or influences on, well-being, household, work, family life, leisure, freedom etc.

#### **2.4.2 Human development dimensions**

World Bank and International Labour Organisation (ILO) efforts to enhance human development followed clear guidelines that focused on the often cited basic needs approach. These needs include shelter provision, sanitation, education, clothing and health and their programmes provide commodities to meet these needs (Alkire, 2002:184). According to Alkire, (2002:182):

...other tools are also crucial to human development, such as the ongoing freedom communities (especially women, ethnic minorities, and other excluded groups), must have their human rights respected, participate in decisions that affect their lives, the institutionalisation of services that are transparent and effective and the ability to learn, to adapt, to empower, to target the weakest, to carry on valued traditions, or to invent in new technology and the obligation to care for the natural environment.

Communities and public agencies around the globe are finding ways to engage citizens and fostering civic culture and infrastructure. If a community desires to go beyond comment at public policy hearings, creative commitment and energy is required. According to Woolcock, (1998:54) “The latest equipment and most innovative ideas in the hands or mind of the brightest, fittest person, however, will amount to little unless that person also has access to others to inform, correct, assist with, and disseminate their work. Life at home, in the boardroom, or on the shop floor is both more rewarding and productive when suppliers, colleagues, and clients alike are able to combine their particular skills and resources in a spirit of trust, cooperation, and commitment to common objectives”.

A civil society that is participative does not only keep government alert and responsive; it provides citizens with skills in organising and assimilating to make informed decisions. It provides a forum for grooming future political leaders (Woolcock, 1998:158). This goes beyond human development, participation and collectivism. A civil society that is well integrated in political and economic spheres provides an arena where communities can deliberate on matters that are beneficial to the public and it also gives individuals extra values that include pluralism and fairness (Denhardt, Terry, Delacruz & Andonoska, 2009:1276).

## 2.5 Institutional turn

There are new perspectives about institutions and growth and change. Evans (2006:6,) argues that the definition of development which was viewed by many economists in terms of economic growth is now being viewed as determined by institutions rather than capital accumulation. The central point to institutional turn is that directing the focus to institutions brings in a full range of new thoughts when development is analysed. 'Capital fundamentalism' assumed the function of development was to increase the stock of capital, a vision that held a strong intuitive appeal globally. From this point of view, poor countries managed to optimistically project future growth. Poor countries were promised to become rich if they increased domestic savings. This had an impact on other institutions in society because of reduced expenditure on services like education and health which help in promoting the enhancement of human capabilities. According to Evans (2004:30), "development theory has moved from a single-minded focus on capital accumulation toward a more complex understanding of the institutions that make development possible". The Kerala and Porto Alegre (Brazil)<sup>9</sup> case studies demonstrate the role of institutions in engaging the energies of ordinary citizens, increasing investments in public goods by citizens and thus helping in the development of their communities (Evans, 2004:31).

The capability approach to development provides the basis for a radical vision of institutional change. Economists are directing policy thinking towards the expansion of human capital and development of institutions in the development process because they are going to be vehicles for reform (Besley & Burgess, 2003: 14). This is also supported by Todaro and Smith (2009:15), who define the development

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<sup>9</sup> Kerala (India) and Porto Alegre (Brazil) institutionalised a participatory budget system that brought in members of the community in decision making and the system is working because of public scrutiny. High levels of participation in civil society organisations have helped in achieving equally higher levels of human development (Evans, 2004: 40 - 41).



process as a multidimensional process that involves major changes in social structures, institutions and accelerated economic growth that help in eradicating poverty and addressing inequalities. According to Denhardt, Terry, Delacruz, and Andonoska (2009:1276), “institutions serve many critical functions in addition to the delivery of services and the provision of goods; they structure social interactions and reduce uncertainty in economic and political transactions”.

Modern economics now views development not only as capital accumulation; it must also incorporate the process of organizational change. Evans (2004:31) argues that the process of imposing institutions that deal with development had disappointing results because billions that were spent on development from 1960 failed to obtain the results. This has led to a number of economists such as Dani Rodrik (1999) and Amartya Sen (1999) arguing that there are multiple approaches to building institutions. Consequently, therefore, they should not be imposed on countries without due regard to their different circumstances. Institutions should be created that improve the ability of citizens’ to make their own choices in the development process (Evans, 2004:31). Amartya Sen (1999) also argues that ‘participatory political institutions’ in developing and developed countries should be given fundamental priority because they are built on public discussion, exchange of ideas, information and opinions. Such institutions provide ways of defining developmental goals and opportunities for knowledge construction that contribute to the development process (Evans, 2004:36).

### **2.5.1 Institutions and ideas**

Some countries are in the process of developing while others are not developing. This is not always a consequence of changes in technologies that are employed in the production process. Institutional change can help relationships of people in a particular society because beliefs and expectations may be rooted in a shared vision or understanding. The reason why some countries do not develop has got to do with complex concatenations of ideas that are at the base of institutional organisation. Actors in communities that share common expectations have an advantage over communities that do not have any idea of what others want (Bardhan 2001 cited in Evans, 2004: 32). The network of shared expectations generates returns on any type of institution because they tend to last long. According to Grief (1994) cited in Evans (2004:32), “Once institutions take hold, they are likely to endure even if they have a long-run negative effect on development, limiting the likelihood that more efficacious institutions will emerge”.

Rodrik (1999:19) stresses that, "It is important to note that the generation of knowledge that aids the development process should focus on participatory institutions because they help in creating and eliciting local knowledge that helps in building effective institutions. Amartya Sen (1999) argues that participatory institutions must first look at decision making institutions that are rooted in public discussion, exchange of information, ideas and opinions because they provide a platform for defining developmental goals (Evans, 2004:36). Such institutions offer communities an opportunity to exercise their capabilities (Sen, 1999:291). The effectiveness of institutions aimed at helping communities to control their own development is not only made up of various constituents that include rules or policy of the organisation it also depends on relationships between the institutions, including social trust and cohesion with other institutions in society (Sindzingre, 2005:12).

## **2.6 Conclusion**

Amartya Sen's 'capability approach' provides new analytical foundations from a flexible and broad definition of development which incorporates economic growth as one component (Evans, 2006:6). If the two approaches are integrated the impact on policy and theory could be significant. It is clear that civil society organisations CSOs/NGOs help in the enhancement of human capabilities through knowledge construction. This cycle is clear and so it is important that measures or systems are put in place to ensure that developing countries are able to use all the energies they have in the development process. Institutional building should be supported because it helps in building the generation of ideas from different sectors of society that may be vital in the development process. A supportive attitude of the State towards CSOs/NGOs activities in development is crucial as it helps in creating a network of shared expectations which in turn help in generating returns on any type of institution because they tend to last longer. This will in turn guarantee economic development.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

In this chapter a description of methods used to design research guidelines and data collection are presented. The study followed a qualitative research approach. The nature of data collected influences the research methodology that is used (Miller & Dingwall, 1997:85). A qualitative research approach was adopted because of the nature of the topic. Data was collected from Africa Community Publishing Development Trust (ACPDT), Civic Education Network (CIVNET) and Africa Book Development Organization (ABDO), District Administrator from Shamva and active members of the community publishing process.

### **3.2 Research design**

Polit and Hungler (1999:13) refer to a research design as an overall plan that is used to obtain answers to questions that are being studied and ways of handling some of the difficulties encountered during a research process. Therefore the research questions of this study were to establish:

- (i) What is community publishing and how is it conducted?
- (ii) Under what conditions is community publishing conducted?
- (iii) How effective is community publishing in building human capabilities?

To answer the above research questions the specific objectives for the study were to:

- (i) Identify and describe procedures and role players for community publishing,
- (ii) Investigate conditions under which community publishing is conducted and
- (iii) Establish and analyse the effectiveness of the community publishing approach in building human capabilities through knowledge construction.

The understanding of the above information resulted in the generation of a clear and well presented design which enabled the flow of information.

### **3.2.1 Qualitative research**

The researcher sought to gain insight into the role that CSOs/NGOs play in building human capability through knowledge construction. The effectiveness of the community publishing approach in human capability building was investigated resulting in the need to look at other supporting CSOs/NGOs to obtain a bigger picture of the whole process and the environment they are operating in. This gave the researcher an overview of the whole process of community publishing as well as knowledge of the resources available to communities and CSOs/NGOs in human capability building. The availability of resources affects attitudes of all stakeholders and how knowledge construction models can be undertaken to enhance human capability building. The qualitative research approach gives room for a deeper understanding of situations.

Qualitative research is concerned with the collection and analysis of information in many formats that are non-numeric (Loraine, Hughes & Tight, 1996:60). Holliday (2002:6) stresses that qualitative research has an advantage of looking deeply into social life, the subject being studied can be located in the social setting. By doing so the researcher is afforded an opportunity to explore the variables that are available in society and set boundaries that are manageable. This researcher's use of a qualitative approach in the study is based on Loraine, Hughes and Tight (1996:60) who describe the characteristics of qualitative research in terms of a holistic approach, qualitative data, empathetic neutrality, naturalistic inquiry and personal contact and insight (Loraine, Hughes & Tight, 1996: 60 cited in Polit & Hungler, 1999:15).

### **3.2.2 Holistic approach**

Holistic perspective is a complex process because it brings different dimensions of human capability building through knowledge construction in institutions that are available in our societies. Data collected from ACPDT, CIVNET and ABDO, Local Municipality and community members that are actively involved in the process of community publishing managed to provide meaningful information to the researcher. Merging of data collection methods (semi structured interviews, questionnaires and archive documents) from different sources enabled the researcher to understand the process of community publishing from different perspectives.

### **3.2.3 Qualitative data**

Information gathered from workshops, study circles and interviews ensured diversity and variety. Statements that were made by people who participated in the research captured experiences of people. The researcher then organised the data from the responses (from workshops, study circles and interviews) and other observations to ensure a chronological flow of the description, the reasons for and the effectiveness of community publishing.

### **3.2.4 Empathetic neutrality**

The sharing of experiences made the qualitative data collection approach effective in observing the processes that community members and ACPDT go through during workshops and study circles. The researcher's personal experience in participatory methodologies and an understanding of the topic helped to facilitate discussions during interviews. A qualitative approach to research is subjective because of the researcher's active participation in processes. According to Gray (2009:260), a qualitative approach has construct validity problems because it is difficult to define the constructs being investigated and this usually leads the researcher to base the research on his or her own assumptions. Gray (2009:247) maintains that a qualitative research approach is useful when the researcher is trying to uncover a relationship between a phenomenon and the context in which it is occurring. This researcher was actively involved in the research process.

### **3.2.5 Naturalistic inquiry**

This type of enquiry is based on the assumption that humans possess the ability to create their own experiences. Communities described their experiences in regard to the benefits of human capability building through knowledge construction in their communities/families. Communities discussed their own experiences and challenges in community development together with the resources they have at their disposal to ensure that the model of human capability building through knowledge construction can have lasting impacts on community development.

The data collection process was done in a natural setting of participants who are involved in the process of community publishing and this helped in facilitating communication. Workshop and study circles were conducted in community's settings in which specific plans were made. The environment

was friendly and this allowed free flow of information. The researcher was able to observe and note respondents' non-verbal and verbal communication in the data collection process.

### **3.2.6 Personal contact and insight**

Data was collected and analysed personally by the researcher. Direct contact with the respondents was maintained during interviews. This made it easier for the researcher to manage the data collection and analysis process. The researcher could not personally interview the respondents of Umzingwane and Buhera. Questionnaires were therefore used.

## **3.3 Research population**

Research objectives outlined in Chapter 1 guided the researcher to target ACPDT, CIVNET and ABDO, Local Municipality and community members to provide answers to the research questions. Reasons for conducting the research were explained to the target population. The targeted audience explained their attitudes towards views about community publishing. The researcher obtained the details regarding population size and institutions in society that are involved in community publishing from ACPDT. The researcher created a sample from the information that was provided by ACPDT.

### **3.3.1 Sampling criteria**

Polit and Hungler (1999:33) specify that the researcher must be specific on the criteria which define the target population to be included in the research. With the help of the information that was provided by ACPDT, the major criterion for selecting the target population was the people's active involvement in the process of community publishing. The target population included communities and institutions and organizations described below.

### **3.3.2 Sampling criteria for communities**

Community members involved in the process of community publishing were interviewed. The researcher attended some of the study circles and interviewed participants that were willing to be part of the research. The researcher used semi-structured interviews to gain an understanding of the whole process of community publishing when he attended study circles in Shamva District. Two sessions of

study circles that were attended by the researcher were very informative. Two provinces responded to questionnaires that were distributed through ACPDT programme coordinators.

### **3.3.3 Sampling criteria for ACPDT**

The interviewee from ACPDT had sound knowledge of the process of community publishing; she has fifteen years experience.

### **3.3.4 Sampling criteria CIVNET and ABDO**

CIVNET and ABDO are involved in the process of community publishing. Their partnership with ACPDT is based on the distribution of books and training. The organisations were willing to talk about their experiences and functions in the process of human capability building through knowledge construction.

### **3.3.5 Sampling criteria for Local Municipalities**

The District Administrator from Shamva municipality was interviewed in order to elicit relevant information from local government who are responsible for the development of local communities.

## **3.4 Sampling frame**

According to Haralambos and Holborn (2000:993), “a sample is a part of a larger population”. Once a researcher has chosen a topic and a method to carry out the study, s/he needs to decide upon a sample of the actual people to be studied. The sampling frame of the research was developed by obtaining information on organisations that worked directly with ACPDT among which include CIVNET and ABDO, Shamva municipality in Mashonaland Central Province and community members.

Communities that were directly involved in the process of community publishing are found in the provinces of Matabeleland South, Manicaland and Mashonaland Central and Mashonaland East. Each province is part of community publishing through widespread contribution of information to books and readership. As far as readership is concerned the whole country is covered. The researcher focused on the provinces of Matabeleland South (Umzingwane district), Mashonaland Central (Shamva

District) and Manicaland (Buhera District). In order to allow communities the choice of participating in the study, the researcher drafted questions and distributed them to ACPDT, CIVNET, and ABDO, the District Administrator of Shamva and community members.

### **3.4.1 Sampling plan**

A representative from ACPDT was handed draft questions that were used in the interview.<sup>10</sup> ACPDT distributed the draft questions to CIVNET, ABDO, and the District Administrator of Shamva district as well as three community members from the same area. Provincial coordinators from ACPDT in Shamva forwarded a letter and the draft questions to the District Administrator on my behalf<sup>11</sup>. The researcher was assisted in selecting three people identified from Mashonaland province who were actively involved in the community publishing process. The provincial coordinator of Mashonaland Central helped the researcher to identify and distribute draft questions to three people who were willing to participate in the research.

Provincial coordinators in other parts of the two provinces helped the researcher to distribute questionnaires. In total ten questionnaires were distributed in each province and provincial coordinators asked members of the community who were willing to participate in the study to collect them. The researcher wrote a letter to ABDO and CIVNET asking them if they could participate in the study. When consent was granted, draft questions were sent to a representative of ABDO and CIVNET. The sampling process involved self-selected participants that took part in the research after the target population was identified.

### **3.5 Pilot study**

A pilot study is a small-scale preliminary study that is conducted before embarking on the main research. Haralambos and Holborn (2000:998) state that a pilot study ensures that the researcher checks feasibility of the research methodology and the efficiency of the data collection tools and to improve them to meet the requirements. The aim of the pilot study was to ascertain the clarity and sequencing of questions used for the interview together with preparing the recording devices. The success of semi-structured interviews and questionnaires as tools used for data collection were

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<sup>10</sup> See Appendix 1

<sup>11</sup> See Appendix 2



determined during the pilot study. After the pilot study was conducted, questions and statements that were not clear to respondents were rephrased and the sequence was re-arranged.

### **3.6 Data collection methods**

The research used three data collection methods namely, semi-structured interviews, questionnaire and archived ACPDT documents and books published by ACPDT. The tools were used to collect data from ACPDT, CIVNET, ABDO, local municipality and community members active in community publishing process.

#### **3.6.1 Archive documents**

ACPDT documents and books produced from the procedure of community publishing process were used in data collection. According to Haralambos and Holborn (2000:1016), archived documents consist of secondary data that have been produced. Secondary data was used in the research because it helped compare the information that was gathered using different data collection methods to investigate community publishing. The analysis of data was simplified using archived documents because the researcher knew specific questions to ask to elicit responses that were in line with research objectives. For the researcher to determine if the process of community publishing has managed to build human capabilities through knowledge construction one has to go back in time and trace changes observed or realised.

However, Haralambos and Holborn (2000:1019) stress that there are limits to the length of period over which a researcher may use archived documents for data collection purposes. This is because the information in the documents might no longer be relevant to current scenarios.

#### **3.6.2 Interview**

A survey interview is a conversation between interviewer and respondent with a purpose of eliciting certain information from the respondent (Moser & Kalton, 1980:271). An explanation of the reasons why the research was being carried out followed the target population identification. The respondents were then advised of the day and time the interview was going to be carried out. With the respondents' permission, the researcher used a taping device to record the interviews. Each interview

lasted at least fifty minutes in which the researcher maintained an open and cordial atmosphere. In some instances, the interviewer clarified questions that were not clearly understood by respondents. At the end of the interview there was a debriefing session wherein each respondent was given a chance to have issues clarified or add any information they felt might have been left out and which could be of great benefit to the research. The researcher thereafter thanked the respondent for participating. Information was then subsequently transcribed from the taping device and the transcript was sent back to the respondent to confirm and sign if the information on the transcript was correct. If the information was not correct they were given an opportunity to correct the transcript.

Haralambos and Holborn (2000:1005) state that an interview is selected as a data collection tool because it can be used on a larger population and better justifies generalisation. Due to the above, the interview made it easy to compare data that was gathered using questionnaires from other provinces that the researcher could not get a chance to interview. An interview has structure and this makes it easy to make direct comparisons. Haralambos and Holborn (2000:1005) add that the concepts and words that an interviewer uses in an interview can be clarified and issues can be explored in greater depth and there is no fixed choice of responses. The interview managed to reinforce the researcher's understanding of the community publishing process.

An interview also has its limitations as a data collecting tool one of which could be the possibility of the interviewees being influenced by the presence of the researcher, not to mention unforeseen expectations of the interviewees themselves. For example, one of the respondents was expecting a financial incentive from the researcher for participating in the interview. This explains why there was a low response rate for personal interviews in communities where community publishing is being practiced. The researcher was a new person to the community of Shamva and this resulted in a low response rate from community members who were not certain about the political identity of the researcher or the end use of the interviews. When respondents were asked to speak about their own personal feelings regarding the process of community publishing some felt threatened since part of the information is treated as sensitive. Only after the respondents were asked to respond on behalf of the process of community publishing did they manage to speak without fear because they understood the research was targeted at communities and not individuals. Thus although some interviewees were at first reluctant to freely share information, after trust building with the researcher they became relaxed and freely expressed their views.

### **3.6.3 Questionnaire**

The researcher used a questionnaire to ensure reliability. The questionnaire was chosen because it is flexible and potentially ensures objectivity. Haralambos and Holborn (2000:1001) define a questionnaire as a list of pre-set questions. Using the questionnaire as a data collection tool in research uses the same questions in the same order and they are administered to every member in the sample (Haralambos & Holborn, 2000:999).

Moser and Kalton (1980:257) state that a questionnaire can elicit information that lies deep within the respondent's minds. The use of questionnaires as a data collection tool has made it a favourite tool for many disciplines; it is user friendly and cheaper than any other method of collecting data because they can be administered in the absence of the researcher (Moser & Kalton, 1980:257). As a result the researcher chose a questionnaire as a data collection tool to conduct interviews in distant places because of limited resources.<sup>12</sup>

### **3.7 Validity and reliability of qualitative findings**

Reliability in research is defined as that which can be replicated by another researcher to discover the same results if he/she conducts similar research (Moser & Kalton, 1980:213). Moser and Kalton (1980:213) note that qualitative research must look for ways of enhancing reliability of their research designs. The criterion for a research design that ensures reliability was achieved in the study through the inclusion of different institutions that work with communities and participate in different processes of community publishing by the researcher.

Attending workshops, study circle sessions and reading some of the books published by ACPDT, interrogation of archived documents gave the researcher an overview of the process of community publishing. The process of choosing participants and the naming of people who participated in the study was described. The procedures and conditions of conducting interviews were discussed in detail. The researcher gave a detailed description of data collection methods and the circumstances he operated in. The researcher managed to disclose personal information and reasons for conducting research. This helped create a good rapport with respondents.

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<sup>12</sup> See Appendix 4

### **3.7.1 Internal validity**

The primary concern of most qualitative researchers is internal validity of the research. Internal validity is the accuracy of interpretations made in the study. Ensuring that the research was accurate the researcher used the strategies of interviews and questionnaires and the use of archive documents. This enabled the researcher to avoid bias. The researcher was able to link research questions with raw data collected.

### **3.7.2 External validity**

To ensure external validity in qualitative research another researcher should be able to relate the findings when he/she conducts the same research under similar conditions using the same target population. If the research is to be conducted by another person a researcher should be precise and give a detailed description of people who participated, their context and setting. This chapter managed to give a detailed description of participants, contexts and settings. Research findings made in this study should also be contrasted with previous research and this will make it possible for other researchers to arrive at the same conclusion.

### **3.8 Limitations of research**

The researcher would have liked to include all communities and other CSOs/NGOs that work with ACPDT in building human capabilities through knowledge construction. Due to political interference some people were not at liberty to take part in the research. The cost of attending workshops, visiting study circles, printing questionnaires and conducting interviews was a limiting factor because the researcher had to cover all areas where community publishing processes are conducted. The views of a larger cross-section of people would likely have provided diverse outcomes and the information would have been presented differently because not all areas are the same.

### **3.9 Conclusion**

Research design and methods used to collect data for the research were described in this chapter. Qualitative data gathering tools used in the research were useful in gaining an in-depth insight in the

process of community publishing and the methods used in the creation of knowledge. Chapter 4 discusses the qualitative findings derived from the research.

## **CHAPTER 4: DATA ANALYSIS AND FINDINGS**

### **4.1 Introduction**

According to McMillan and Schumacher (1993: 37), the aim of analysing and interpreting research data is to test, achieve research objectives and provide answers to research questions. In this study, the research analysed data that was gathered using semi-structured interviews, questionnaires, workshops, study circles and Africa Community Publishing Development Trust (ACPDT) archived documents. The findings that emanated from the data gathering techniques that were used in the research are going to be presented under the three objectives of the study. This chapter analyses the findings that emanated from the research guided by the following objectives of the study. A discussion summarising the findings from each objective will follow at the end of each objective. Archived ACPDT documents were used in comparing and contrasting findings derived from interviews, questionnaires and observations made during the study circle and workshop attended.

### **4.2 Demographic information of participants**

The researcher managed to obtain information through the literature review and talking to people who are active in the process of community publishing. The researcher sought to interview other institutions/organisations involved in the process of community publishing. The researcher interviewed people from, ACPDT, ABDO, CIVNET, District Administrator of Shamva and community members from Shamva district. The overall response rate to interviews was one hundred percent.

People who responded to the interview according to gender were as follows:

- Female representative from ACPDT.
- Male representative from ABDO.
- Male representative from CIVNET.
- District Administrator, female.
- One male and two female community members from Shamva district.

Among the seven people interviewed, six were involved in the community publishing process for over ten years. The District Administrator from Shamva had three years' experience in the community. The academic qualifications of the interviewees are different and these consist of two who have completed their Masters degrees, one has an honours degree and two managed to complete 'A Level'<sup>13</sup> education and proceeded to colleges where they obtained tertiary qualifications. Three community members achieved their 'O-Level'<sup>14</sup> qualifications with average passes of three subjects.

#### **4.3 Demographic information of participants according to the questionnaire**

The questionnaires were distributed by the researcher through provincial coordinators in two provinces, namely, Matebeleland North (Umzingwane District) and Manicaland (Buhera District). Of the twenty questionnaires distributed, fifteen responded; eight respondents were from Buhera district and seven from Umzingwane. The response rate to questionnaires was seventy five percent. The response rate is acceptable; in other cases it could have been low because of the process that was used to administer questionnaires.

All of the fifteen respondents from Umzingwane and Buhera districts have gone to school and reached different levels of academic education i.e. eleven did 'O-Level' and four 'A-Level' education. Some of the respondents did not pass their 'O-Level' but as a result of continuous adult education through the process of community publishing they have supplemented their subjects and they now have the required number of passes. Four respondents who have gone through 'A-Level' have gone further to acquire diplomas in different disciplines. The same questions used in Shamva to obtain information were also used in Umzingwane and Buhera<sup>15</sup>.

#### **4.4 Description of procedures and role players in community publishing**

This section is going to analyse results that emanated from interviews conducted and responses from questionnaires. This section starts with responses from ACPDT representative, Shamva District Administrator, community members, workshop and study circle session attended on the procedures

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<sup>13</sup> 'A level' Advanced level

<sup>14</sup> 'O Level' Ordinary level

<sup>15</sup> See Appendix 3 and 4

and role players in community publishing. A discussion summarising all the findings on procedures and role players of community publishing will follow at the end.

#### **4.4.1 Responses from ACPDT representative**

Question one, two, four, five and six<sup>16</sup> sought to establish the procedures for community publishing. The person who was interviewed from ACPDT indicated that community publishing is a cycle that involved people from the initial stages, i.e. identifying issues of concern and planning the process of research which includes coming up with research tools that are tested in communities (Chikuhuhu, Personal Interview, 2011). A research process follows after testing and those who can write can make contributions in writing. The information is forwarded to the national book team of ACPDT for final editing (Chikuhuhu, Personal Interview, 2011). When a draft book is produced, it is sent back to contributors for testing and correcting. Once this process is complete, the final product is the book (Chikuhuhu, Personal Interview, 2011). The next stage is the organisation of provincial training workshops to enhance the capacity of trainees to use the book at village level (Chikuhuhu, personal interview, 2011). An evaluation is normally carried out to establish the impacts of the book (Chikuhuhu, Personal Interview, 2011). Chikuhuhu further states that:

Community publishing was started in 1986 and it operated under the Ministry of Community Development and Women's Affairs. The main aim of the programme was to help marginalised communities, especially those in rural areas, on good development practices and learning skills that would help them to initiate their own development programmes. At the initial stages of the programme 7000 village community workers were trained after a research was carried out in the ten provinces of Zimbabwe and a training manual called *Lets build Zimbabwe together* was produced. The mandate of community publishing was to work with communities in building their capabilities.

The production of the book *Lets build Zimbabwe together* was the beginning of the identification of community's issues. This has spurred them to want to learn about skills of managing their own small income generating projects, issues that are related to gender and creating employment (Chikuhuhu, Personal Interview, 2011). In the same interview, Chikuhuhu said:

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<sup>16</sup> See Appendix 1



Other books produced and used during the time the process of community publishing was under the control of Ministry of Community Development and Women's Affairs include...Building wealth in our villages and Creating employment. These books are products of community research on issues and concerns they want incorporated in the development process.

As explained above, community publishing is based on generative themes; the national book team is responsible for listening to communities concerns and jointly select a theme for example INGOs, that include UNDP, have worked with ACPDT to understand the situation and women in the mining sector and this resulted in a book called *Inside our Mining World* being published. The research undertaken by ACPDT together with communities and various CSOs/NGOs was incorporated into civic education manuals used by communities and local government (Chikuhuhu, Personal Interview, 2011). As mentioned earlier on all the books that are produced by ACPDT are a product of community research based on their concerns which are documented and incorporated in the development process.

Generative themes used by ACPDT include raising community awareness of their rights (Chikuhuhu, Personal Interview, 2011). Earlier manuals that have been produced are used by communities in study circles to empower one another on rights they have and strategise to employ in developing their community. The respondent pointed out that the process of community publishing is equally important as the product (book) because both processes are used to enhance participation of people in matters that affect community development (Chikuhuhu, Personal Interview, 2011).

Due to diverse challenges encountered in governance issues a joint effort was made by the government, ACPDT, UNDP and communities to engage in building the capacity of local leaders in good governance. A book called *Sowing our seeds – strengthening citizen participation in local decision making* was produced. The main theme of the book was on democratic development, peace and good local governance.

#### **4.4.2 Responses from the District Administrator of Shamva**

Question four<sup>17</sup> wanted to establish the procedures/protocols that ACPDT follow if it wanted to introduce a programme in the area. According to the District Administrator (Personal Interview, 2011):

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<sup>17</sup> See Appendix 2

Any NGO that wants to operate in any community in Zimbabwe must first be registered with the Ministry of labour and social services. If the organisation has selected an area they must first approach the provincial governor who assesses the importance of the program in community development. The provincial governors in liaison with the provincial administrator accept or reject proposals made by a CSO/NGO. When the provincial governor agrees to let the organisation operate in the area, he/she communicates with the district administrator who will help the organisation in getting the necessary clearance from various institutions that are found within their area of jurisdiction.

#### **4.4.3 Responses from community members**

Question five and six<sup>18</sup> aimed to establish the procedures/protocols of community publishing from members of the community involved in the process of community publishing. Communities from Umzingwane first encounter with the process of community publishing was when a local governance and community, capacity building and leadership programme was introduced in their area. Buhera's and Shamva's first encounter with community publishing was when the peace building programme was introduced.

According to Chikuhuhu (Personal Interview, 2011), the programme of strengthening local governance was introduced because it was a direct concern to all citizens because it affected their daily lives. It was noted by communities that effective local governance involves organising people so that they can use their abilities to meet their aspirations. The local governance capacity building pilot programme was targeted at other districts that include Gokwe North and Matobo (ACPDT, 2000:33). According to ACPDT (2000:33):

The programme directly or indirectly benefited 65 000 people in six pilot wards that had been selected and community publishing publications were translated into six Zimbabwean languages and this was followed by an intensive distribution of the books to cover all rural wards where the pilot programme was being implemented. Books were also distributed to other provinces around Zimbabwe so that citizens could get information. The name ACPDT says it all;

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<sup>18</sup> See Appendix 3 and 4

the books that were produced by the communities were used in used in sixteen African countries.

A respondent from Umzingwane district (Personal Interview, 2011) commented that through “discussing issues on good governance I have realised that when we discuss issues that concern us most, ‘capacity building’ is an effective tool because by being part of the process we also become accountable”. After the 2008 presidential elections the general populace was concerned about the broken relationships caused by conflicts among diverse groups in the country and a research was carried out for a deeper understanding of the causes of problems and a book entitled *Lighting up Our Unfolding Way – Constructive Relationships, Conflict Transformation and Peace Building* was produced (ACPD, 2010:16). ACPDT managed to source funding for the project and it was introduced in three selected provinces that included Manicaland (Buhera District), Mashonaland Central (Shamva and Bindura) and Mashonaland East (Mutoko District) (Chikuhuhu, Personal Interview, 2011). Some areas were characterised by conflicts due to party political differences and other reasons. ACPDT carefully identified the areas so that they could participate in community publishing processes. Apart from the direct benefit to communities in the selected areas, others benefited indirectly because the books managed to reach every province in the country. The communities realised and noted that if there is no peace in their community development stalls (Community member from Buhera, Personal Interview, 2011).

As an effort to reach out widely to communities, ACPDT has trained provincial coordinators and district facilitators who, on voluntary basis, use their skills to empower communities to identify issues of concern and deal with them (Chikuhuhu, Personal Interview, 2011). Small groups of people are organised to form study circles, which communities use as a tool for social and economic development in their areas. The trained teams of coordinators and facilitators help with the dissemination of information. In such discussions, communities choose a book or books containing information that is related to their problem and adapt the documented ideas to address issues in their locality.

#### **4.4.4 Findings from workshop on peace building attended in Harare**

The researcher attended an inter-district women and youth peace building workshop for Bindura, Shamva and Mutoko<sup>19</sup> that was conducted by ACPDT. The reason for attending the workshop was

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<sup>19</sup> See Appendix 13

familiarisation with some of the procedures/protocols of community publishing. The theme of the workshop was to deepen participants' skills in constructive relationships, communication, coordination, mediation and negotiation for peace building. The participants were selected from different organisations that deal with the welfare of community members in the three districts. The idea behind the selection was to bring people from diverse backgrounds together so that they can learn from one another and later use the skills to promote peace in their districts.

Various methods of engaging participants in the subject were studied and used during the workshop. The methods enabled them to think critically about their situation especially the first activity that required them to identify characteristics of their fellow community members/leaders. Images of animals were used with their characteristics well defined to match characters of individuals in communities. For example, the lion was depicted as someone who does not want to listen to anyone else's ideas<sup>20</sup>. With such experiences, participants opened up and shared information about such kind of people who exist within their community and discussed methods they can use to help people with such behaviours which could block community initiatives for social change.

The methods used in the workshop were participatory because the facilitator encouraged participants to coordinate various tasks most of the time. Volunteers from the group of participants were responsible for chairing various topics that were planned for the workshop. Clear guidelines were written down with explanations given to the volunteers by the core facilitator. Most of the topics were discussed in groups which enabled participants to take charge of their own learning. The facilitator's job during the workshop was to explain concepts that participants did not understand as well as guiding them to remain focused. Participants were responsible for their studies since the workshop was designed to explore situations that often lead to conflicts and what they can do as women and youth to promote peace in their communities to ensure that there is economic and social development. Apart from guiding the group, the core facilitator gave input or referred the group to other ACPDT publications for further reading.

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<sup>20</sup> See Appendix 13

#### **4.4.5 Findings from Study circle session attended in Shamva**

The researcher attended a study circle session in Bindura<sup>21</sup> whose theme was *peace building*. ACPDT books were used by participants in the session. At the end of the study, the researcher managed to ask members of the study circle how they managed to organise themselves to form the study circle. The following are findings on how the group managed to form their study circle:

- Members of the study circle pointed out that they agree on a specific day and time to meet.
- The group appoints a leader who helps in facilitating processes with the help of fellow group members.
- Ground rules of what is expected from each and every member of the group are set by participants.
- People sit in one circle and there is usually no one who dictates proceedings as you would normally find in a formal school setting.
- They allow members to participate during discussions. Everyone who is involved in the study circle is responsible for finding knowledge; everyone dedicates his/her own time to scan through reading materials and listen to other members during study circle sessions.
- No one from outside dictates the subject or what should be studied because their interests determine the contents of the subject that is to be studied.

#### **4.4.6 Findings on role players in community publishing from organisations interviewed**

Question one<sup>22</sup> of the research questionnaire intended to identify organisations involved in the process of community publishing. When Zimbabwe attained independence, the government and communities' had a vision of developing an effective development process. Decentralisation of government structures was part of the vision. The process of community publishing complemented the effort of government by introducing the community publishing process. The marriage between the government and the community publishing process was broken when there was continuous interference by politicians who wanted to control the process (Chikuhuhu, Personal Interview, 2011).

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<sup>21</sup> See Appendix 12

<sup>22</sup> See Appendix 1

When the team that was working in the Ministry of Community Development and Women's Affairs found out that the process of community publishing had ceased to be democratic, they decided to form an independent organisation that worked free from government intervention (Chikuhuhu, Personal Interview, 2011). After they joined the CSO/NGO sector they started forming partnerships with organisations they previously worked with when they were still under the Ministry of Community Development and Women's Affairs (Chikuhuhu, Personal Interview, 2011). When ACPDT left the ministry, the government commissioned ACPDT to work jointly with UNDP to undertake research on community views on poverty. Subsequently, they compiled a report entitled *The Suffering are the Cornerstone in Building a Nation*, which was followed by a book called *Uprooting Poverty*. The book was used to train communities on how they can initiate their own income generating projects (Chikuhuhu, Personal Interview, 2011). ACPDT with various INGOs, local NGOs and jointly with communities produced many books used by other communities to organise themselves (Chikuhuhu, Personal Interview, 2011). Even today government is still a player in the process of community publishing because they are responsible for granting permission to CSOs/NGOs to conduct their activities as well as making efforts to bridge the gap between authorities and communities (Chikuhuhu, Personal Interview, 2011).

Question nine<sup>23</sup> aimed to identify some institutional formations and role players who are involved in the process of community publishing. Chikuhuhu acknowledged that they work together with communities that are traumatised and impoverished to ensure that they are empowered in order to enable them to participate in the development of their communities (Chikuhuhu, Personal Interview, 2011). ACPDT record people's knowledge about how they can develop their communities on their behalf. The knowledge is used to produce books which are then distributed and used in different institutions and for information sharing because knowledge is power (Chikuhuhu, Personal Interview, 2011). ABDO also distributes some of the books that are produced by ACPDT to other communities in rural libraries and study circles (ABDO, Personal Interview, 2011).

ACPDT together with five other CSOs/NGOs managed to form a civic education network that was also responsible for capability building (Chikuhuhu, Personal Interview, 2011). The first mandate of the network was voter education. ACPDT, together with community members, produced a voter education manual that was used to teach community members throughout Zimbabwe on the importance of voting (CIVNET, personal interview, 2011). The functions of CIVNET have also diversified to help

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<sup>23</sup> See Appendix 1

communities build human capabilities (CIVNET, Personal Interview, 2011). The organisation uses some of the books produced by the community publishing process in civic education in rural areas. ABDO has also diversified its activities to take on the functions of building human capabilities (ABDO, Personal Interview, 2011). Civic education helps communities to understand their communities better and at the same time, provides communities with an opportunity for continuous education after formal education (ABDO, Personal Interview, 2011).

#### **4.4.7 Discussions**

ACPDT identifies gaps in awareness and rights, responsibility and capabilities and approaches relevant authorities for permission to work in the province. Once all relevant authorities have given the go ahead for conducting community publishing and capability building that is designing practical and effective ways so as to make a difference in raising community awareness on rights and ways they can work together in developing their communities. According to ACPDT (2010:44-45), a new process of community publishing in a community should begin with an appropriate organisation that respects democracy:

- Making careful selection of facilitators, partner organisations and people
- Motivating local leaders to support the process
- Building trust and developing a local team that is responsible for the process
- Providing the team with self-management skills, books and other resources for civic education
- Carrying out the learning and development cycle
- Continue to deepen and expand the process, as the local team gains experience

When CSOs/NGOs want to start any activity in a given area the procedure commences with the provincial governor who grants or declines permission to CSOs/NGOs to conduct their activities in a particular province. The process also involves the lower structures of local government who also grant CSOs/NGOs permission to work in their area. Zimbabwe has a local government structure in place that can enable communities to take charge of their own development.

Once community publishing is granted permission by relevant authorities a memorandum of understanding is signed; this is then followed by the first district workshop (ACPDT, 2005:8). The workshops normally comprise local councillors, other community leaders, senior council officials,

heads of strategic government departments and traditional leaders in the district. At the workshop a District Training Team (DTT) is assembled (ACPD, 2005:8). DTT is responsible for training facilitators who in turn are responsible for monitoring the community publishing process and the formation of study circles at ward level (ACPD, 2005:8). Follow up workshops with community members also incorporate participatory methods for them to achieve their objective. Usually the ACPD national office conducts monitoring visits in selected areas of districts where they have programmes (Chikuhuhu, Personal Interview, 2011).

According to ACPD (2010a:8) the following principles guide their workshops:

- Motivating and involving people: Facilitators of a workshop are respectful of participants' skills and experiences. Role sharing is done to motivate people
- Trust building and environmental analysis: This exercise helps in dispelling some of the fears that participants might have which could prevent them from participating. Trust building is also essential for teambuilding. Environmental analysis involves participants analysing situations in participants' home areas so that they can understand them and strategies how they can deal with negative issues and build on the positive
- Centring: The main aim of the activity is to objectively and critically analyse the characters in relation to a theme such as peace building or local leadership programme. Participants are provided with hand-outs, which have pictures of animals and their characteristics and behaviours. Centring helps participants to think deeply about behaviour modification to pave the way for community development
- Difficult issues: Zimbabwe is a country that is characterised by violence and intimidation. People fear talking about certain topics related to politics. ACPD designs codes (problem posing materials)<sup>24</sup> that enable people to step back from their situation, analyse a problem, relate them to their life situation and plan what they can do about it
- Sitting Arrangements: Sitting arrangements are also critical in that they can either hinder or facilitate people's participation in workshops. The same applies to study circles. The setup should be different from the one that is found in a formal school

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<sup>24</sup> A code is a presentation of a problem which a community or a group of people feel strong about. It can be presented in different forms, pictures, songs, poem, case study, film etc. Such presentations provoke discussions and they can be related to real life experiences.



- Using a variety of creative methods: This helps to engage participants in the subject being discussed and to ensure that they participate to the maximum
- Group Work: People can work in groups during discussions as this helps participants to take charge of their own learning
- Record Keeping: Because ACPDT uses donor grants, this helps the organisation to keep track of their activities and is a requirement for presentation to funding partners and auditors

It is important to note that most of these principles also apply to the organisation of study circles.

District workshops are usually followed by refresher courses for the DDT who will in turn carry out training activities in the wards in which study circles are formed and team leaders trained (ACPDT 2005:10). ACPDT makes a follow up to establish if study circles have been properly established so as to have a clear channel of book distribution. ACPDT visits communities to collect information on various themes that communities are researching. When relevant information is gathered and compiled the draft is sent back to communities who verify the information. Figure 4.1 represents an overview of the process of community publishing.

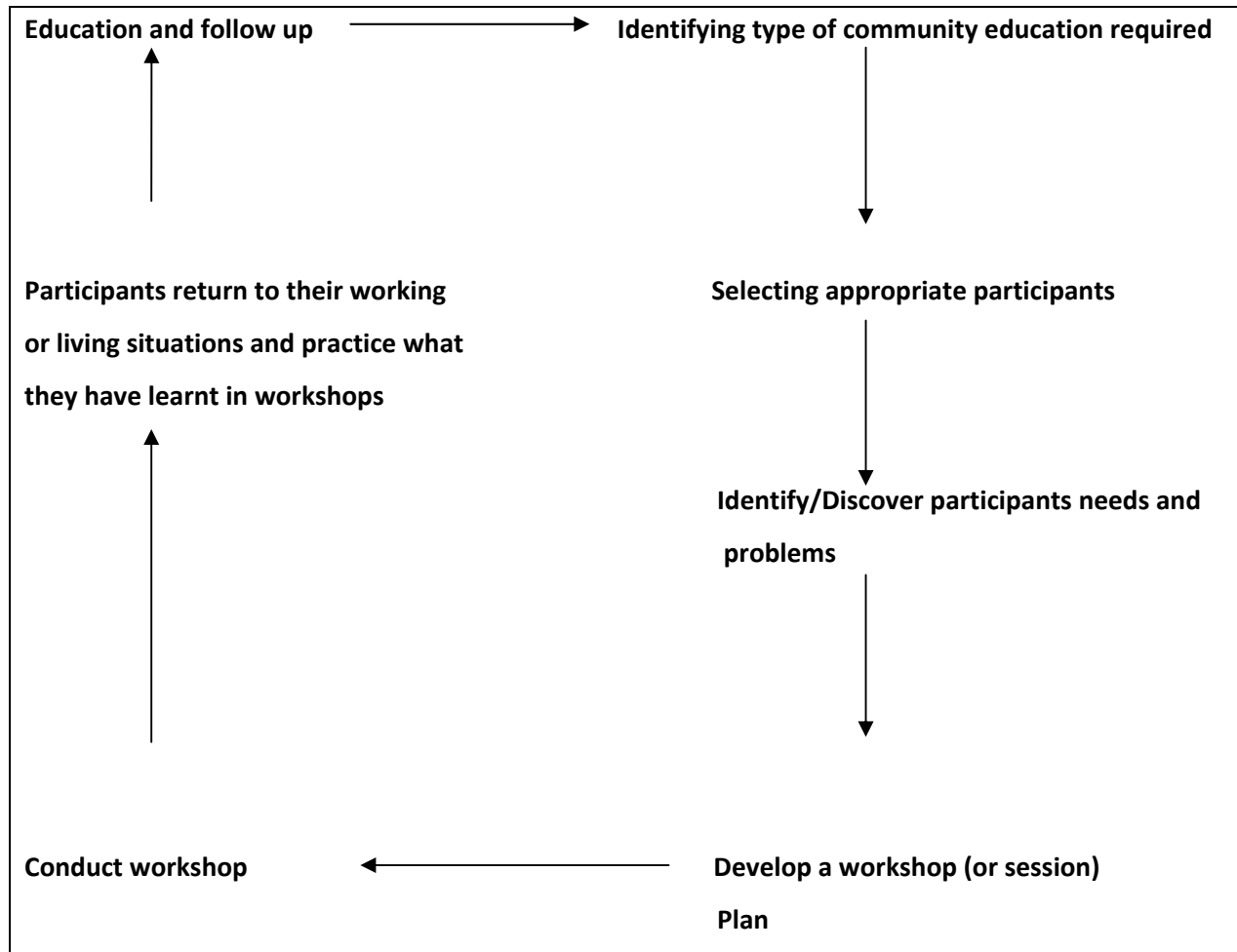
According to Chikuhuhu, local provincial book teams have been setup to support the process of information gathering (Personal Interview, 2011). Chikuhuhu stated further that the process of community publishing has revealed the latent talents of some community members. Many proved to be skilled editors and book illustrators.

ACPDT was instrumental in the formation of two organisations ABDO and CIVNET. The main aim of both organisations is to help in the development of human capabilities. ABDO is responsible for the distribution of books in rural libraries, which is helping communities to increase their literacy skills. Lately, ABDO is now also engaged in civic education. CIVNET functions as a civic education network that conducts civic education across Zimbabwe. It uses some of the books that are produced by ACPDT in the process. Five organisations that formed the network also use the structures of CIVNET if it wants to address some of the issues and concerns. The process of community publishing is contributing to the creation of institutions that are able to improve human capability that enables people to be functional in the development of their communities.

Local government is also a role player in the process of community publishing. CSOs/NGOs are part of local government structures; they help councils to empower communities to ensure that they have the

ability to participate in local governance matters. The programmes that are conducted by ACPDT are directed at community members. People are an important link in community publishing because they are the ones who carry out most of the research. ACPDT also receives grants from INGOs and other foreign institutions that are also helping in the development of human capabilities.

**Figure 4.1: Overview of community publishing process**



#### **4.5 Conditions under which community publishing is conducted**

This section is going to analyse results that emanated from interviews conducted and responses from questionnaires. This section starts with responses from Shamva District Administrator, ACPDT and community members on situations when community publishing is done. A discussion summarising all the findings on situations when community publishing is done will follow at the end.

#### **4.5.1 Responses from the District Administrator of Shamva**

Question one<sup>25</sup> aimed to establish the conditions under which community publishing is undertaken/conducted. The government introduced decentralised structures of governance that started from village to national government, for example VIDCOs and WADCOs. The community publishing process mandate was to empower communities and help them to take charge of their own development (District Administrator, Personal Interview, 2011).

#### **4.5.2 Responses from a representative from ACPDT**

Question one, three and five<sup>26</sup> were intended to establish the conditions under which community publishing is undertaken/conducted. The aim of introducing community publishing was to empower communities to enable them to participate in the development of their communities because the government had decentralised the structures of government (Chikuhuhu, Personal Interview, 2011). Community publishing is a strategy used by communities to collectively share ideas so that they can initiate programmes that can help their communities to develop. Community publishing processes target communities' that are disenfranchised to enable them to organise and work for the development of their communities and that is why it targets rural areas (Chikuhuhu, Personal Interview, 2011)

#### **4.5.3 Responses from community members**

Question four<sup>27</sup> and five<sup>28</sup> sought to establish conditions under which community publishing is undertaken/conducted. Respondents from Shamva and Buhera stated that their first encounter with community publishing was in 2009 when their community experienced political violence in the previous year (Community Members from Shamva, Personal Interview, 2011). According to community members from Umzingwane, their first contact with community publishing was through the *Local governance and community capacity building programme and Local leadership programme* (Community Members from Umzingwane, 2011). There was lack of knowledge on how the systems of

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<sup>25</sup> See Appendix 4

<sup>26</sup> See Appendix 1

<sup>27</sup> See Appendix 3

<sup>28</sup> See Appendix 4

local government worked within most rural communities. ACPDT used Umzingwane as a pilot area to gather information on the needs of communities regarding what communities felt about local government and how they should interact to bridge the gap between them as it gave them the opportunity to share common concerns and collectively deal with them (Community Members, 2011).

### **4.5.3 Discussion**

The process of community publishing was introduced in rural communities of Zimbabwe in 1986. The community publishing process provides a way of dealing with internal oppression caused by poverty and violence. The process of community publishing makes communities realise their potential and helps them to restore their own value, builds confidence and courage, connects, brings hope, articulates community views, commands attention and gives people control over their lives. Community publishing themes include Local governance and community capacity building programme, Peace building, Conflict transformation and Children's rights (Chikuhuhu, Personal Interview, 2011).

The process of community publishing is also conducted in areas that are experiencing conflicts in Zimbabwe. The peace building programme is being used by ACPDT in communities that experienced electoral violence in 2008. The main idea behind the need for peace building in communities is to enable community members to work together in a peaceful environment. In a conflict situation not all members of the community can participate in the development of their communities. Community publishing processes are undertaken in marginalised areas that lack the capacity to participate in the development processes.

### **4.6 Effectiveness of community publishing approach in building human capabilities through knowledge construction**

This section is going to analyse results that emanated from interviews and questionnaire. This section starts with responses from community members and the District Administrator from Shamva to analyse and establish the effectiveness of community publishing. A discussion summarising all the findings on the effectiveness of community publishing will follow at the end.

#### **4.6.1 Responses from community members**

Question one, two and three in the questionnaire and draft interview questions with community members from Shamva were designed to establish the value of education since community publishing employs an education process in an effort to transform communities<sup>29</sup>. Community members from both areas value education. They both see the process of community publishing as affording them an opportunity for further education and empowerment (Community Members, Personal Interview, 2011). Question eight of the questionnaire<sup>30</sup> administered to community publishing members from Umzingwane and Buhera and question six<sup>31</sup> used during interview with community members from Shamva was intended to establish the effectiveness of the community publishing approach in building human capabilities. Despite the differences that community members might have politically or culturally, people who responded to the interview agreed that the community publishing process has managed to promote the co-operation of all stakeholders in local governance as people have done their research and now know what is required from them to develop their communities (Community Members, Personal Interview, 2011). The following are responses from community members who responded to questionnaires and interview:

##### **Response 1: Communication and access to information**

The process of community publishing has enabled communities to use books they produce with other organisations that are involved in the development process. When the organisations read the books, they know what communities want and if they can assist they will use the information gathered from the books to implement programmes. People living in rural areas are disadvantaged because there is limited access to information and means of communication. The media that people rely on is controlled by ZANU PF while access to newspapers is very low. In some areas, like Umzingwane, people complained that they do not have reception for radio and television and so they rely on broadcasting from Botswana<sup>32</sup>. One respondent pointed out that when they are denied access to information and freedom to express themselves, their community does not grow and develop. The following are responses from community members who responded to questionnaires and interview (2011):

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<sup>29</sup> See Appendix 3 and 4

<sup>30</sup> See Appendix 4

<sup>31</sup> See Appendix 4

<sup>32</sup> See Appendix 9

Living in rural areas has disadvantaged us because there is limited access to information and means of communication. The media that we rely on is controlled by the state and they only tell us what they want us to hear and access to newspapers is very low. When we are denied access to information and freedom to express what we want our communities are usually underdeveloped. Community publishing is being used as source of information on good ways to follow so that our community will develop and also as a way of communicating with other communities. In my area there is increased information sharing because of the activities of community publishing that my community are engaged in. People are now aware of activities taking place in the community be it new farming practices or new development projects that are coming in the community. People in my community have gone as far as identifying any positive and negative developments that are taking place in our area and they have proceeded to raise formal complaints to responsible authorities and using proper channels.

## **Response 2: Research**

Research that communities carry out for themselves is the cornerstone for a successful community publishing approach. People who were interviewed confirmed that community publishing relates to the community as a whole. Other organisation and communities read products that communities research on. The research on peace has managed to reduce conflicts, and research on local governance and capacity building has enabled people to scrutinise functions of local government. The following are responses from community members who responded to questionnaires and interviews (2011):

There has been change in my community since we started engaging in the activities of community publishing. Things that we learn through workshops and study circles have managed to unite diverse people in my community. The process of community publishing is productive and useful in my community because we now know how to deal with conflicts.

The process of community publishing has proven that people cannot sustain a society without the exchange of ideas. Inventions and innovations are only possible if there is access to information and communication. When other NGOs introduce new programmes in our area we are able to look for better ways of

implementing the projects to ensure that they are sustainable, this is so because we have been given an opportunity to organise ourselves through community publishing processes.

### **Response 3: Coordination of activities**

People are now able to coordinate their efforts in the development of their communities. When people participate in community publishing activities that include workshops and study circles, they are able to organise themselves and direct their energies towards the development of their communities. The following are responses from community members who responded to questionnaires and interview (2011):

Before we used to suffer in silence and wait endlessly for our leaders to come and solve our problems. Since community publishing came to our area we have been able to unite to tackle some of the problems in our community. Now our community can decide what it wants to do and get our leader to support us.

People in my area are able to implement development programmes with little assistance from district officers. We are now able to deal with our challenges using skills of advocacy, negotiation and coordination. For example, in Ward 1 in Umzingwane, we raised money for rural electrification. In the same ward, women organised themselves and they successfully got the council to pass a resolution that bars close at 9pm because many social problems in the area were being caused by alcohol abuse.

Before community publishing came to our area there were conflicts between traditional and elected leaders. This was caused by of lack of information. Since community publishing started in our area we have managed to organise and direct our energies in developing our communities.

### **Response 4: Education**

Community publishing has managed to improve the literacy of people living in rural areas through various activities that are undertaken in the process. People are responsible for studying materials and contributing to books through research they carry out as communities. The following are responses from community members who responded to questionnaires and interviews (2011):

ACPDT has managed to enhance literacy in my community from the studies that we undertake during study circle and discussions that we do has helped people

to reflect over their lives in order to analyse their reality. We are now able as a community to organise meetings and discuss what our area needs and the problems affecting our area so that we could address them. For me this shows that a process of social transformation is slowly taking off in my community.

Civic education that we received from ACPDT through workshops study circle and information that we have gathered through research led to youth, women and men in my community having courage to fight for our rights. In 2008 we rejected imposed leaders and resisted intimidation and vote buying. We voted out an MP who was a minister in the primary election of our party and choose a woman in his place. The situation has been working for us as the MP is concerned with the development of our community.

#### **4.6.2 Responses from the District Administrator of Shamva**

Questions five and six<sup>33</sup> were intended to determine the effectiveness of community publishing in the development process from a representative of local government. The District Administrator (Personal Interview, 2011) acknowledged that the process of community publishing is different from other development initiatives in her district. In the same interview the District Administrator stated that:

Community publishing manages to combine education with development. Since communities are engaged in a process of research they are able to use some of the findings from books published to incorporate community needs in the development process. Community publishing has played a key role in the development of Shamva district through its various programmes that have been implemented over the years for example the peace building programme. Participation of citizens has increased because community members are now well organised when they are dealing with elected officials or chiefs.

The peace building programme that ACPDT is engaged in unites communities and promotes constructive relationships and non-violent communication in Shamva. Many people have apologised to other members they displaced during the 2008 presidential runoff and some have paid compensation (District Administrator, Personal Interview, 2011). The District Administrator also acknowledged that the peace project has managed to unite communities. Other CSOs/NGOs who want to operate in the

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<sup>33</sup> See Appendix 2



area want people to first go through peace building sessions to ensure that programmes they are implementing are sustainable (District Administrator, Personal Interview, 2011). She also wished if the programme could be conducted throughout Zimbabwe because it is helping in transforming communities.

#### **4.6.3 Discussion**

The findings on the effectiveness of civic education through community publishing are similar to those of capacity building and training programme at Amalinda Housing Co-operative project in Eastern Cape, South Africa. According to Gunarsson and Kohlo (2006:41), the reasons for employing capacity building and training in the co-operative housing programme was to train a group of people with low levels of education who have no previous co-operative experience to run a co-operative, manage a large housing project and then proceed to the development of new projects. The capacity building programme used study circles in empowering co-operative members. They were being trained in areas such as cooperative values, leadership, financial management and legal matters (Gunarsson & Kohlo, 2006:43). Capacity building workshops are able to help communities coordinate their efforts for the achievement of an agreed goal that they set.

Since Zimbabwe attained independence in 1980, several development projects were introduced but the standard of life of many rural communities is deteriorating. ACPDT through the community publishing process targets grass roots people. ACPDT expects that once communities have the capacity to improve their livelihood strategies and relate to local authority members and other CSOs/NGOs an effective development process will be implemented.

Community publishing has helped communities to co-ordinate their efforts in the development of their communities. For example, a community in Umzingwane managed to raise money for electrification of their area. Community publishing processes have mobilised communities to build schools for the benefit of their children. Community members have managed to coordinate their energies to form various CBOs. The local leadership programme which is facilitated by ACPDT was based on research on poverty and it has managed to harness energies of community members to open village publishing houses in Gokwe and Matobo. The houses are used by communities to publish local news (ACPDT, 2000:34). Thus ACPDT is helping to build institutions in societies by organising community members through various community publishing processes. According to ACPDT (2000:34), Chiyubunuzu

leadership programme, facilitated by ACPDT in Simchembu and Nenyunga wards in Gokwe North, managed to achieve the following:

- Establishment of 10 literacy classes, in which the Tonga local language is used during learning sessions.
- 12 rural libraries were established in the area.
- 30 preschool teachers were trained.
- 20 preschool centres were formed in the two wards.
- Community members of the district lobbied to their local authority for the construction of a community hall.

Communities resident in remote areas of Zimbabwe have little access to the media, which they can use to air their views and be listened to. According to Community publishing members (2011), the process of community publishing has made it possible for community members to master research and book production. This aids community transformation because:

- Books that are produced through the process of community publishing are helping communities to communicate with outside world
- Books are archives and they help in storing information that is researched by communities, and it can be used by future generations
- When communities are engaged in research they are able to understand their situation better and find ways of developing their communities. Research is a foundation that is used in every development process. Community members connected to the community publishing process normally have the skills which makes it easy for other organisations that want to develop the area
- People who are engaged in the process of community publishing are now aware of their rights though it is difficult to exercise them
- Research is a source of income. One respondent from the interview claimed that she is being contracted by other organisations to conduct workshops on peace building before they implement a development programme
- The process of community publishing has improved literacy of many people in rural areas and this has enabled them to use the skills gained to read and write

- People are able to organise their ideas to develop their communities with little help from outside

#### **4.7 Challenges**

Despite some achievements that have been made by ACPDT in building human capabilities through the community publishing process, there are some challenges they face in their day to day operations. Zimbabwe is still an authoritarian state. ZANU PF controls influential institutions in society despite a power sharing deal they signed with the MDC formation.

During the years when ZANU PF used to command the majority in parliament, they enacted legislation that included the Public Order and Security Act (POSA) and The Private Voluntary Organisations Act (PVO). These laws over the years have paralysed the development of freedom of speech. The main motive behind the laws was to silence voices of communities that were demanding justice, a fair distribution of resources and a voice in governance issues (Chikuhuhu, Personal Interview, 2011). These laws have created long bureaucratic channels which frustrate many CSOs/NGOs, especially those that are involved in governance issues because ZANU PF and its sympathisers think that they are working with the opposition (Chikuhuhu, Personal Interview, 2011). Respondents from ABDO, CIVNET, Community members from Shamva, Umzingwane and Buhera and the District Administrator all shared the same sentiment with those expressed by Chikuhuhu of ACPDT. A community publishing member who responded to the interview had the following to say about the continued interference by elected officials especially those from ZANU PF:

A good society should find expression on many levels; it should be experienced at home, in schools, in churches and in all our civic institutions. These institutions are not even regarded as essential in community development. Without a good society in our country where basic values are formed, we cannot have sound values and sound leadership at higher levels in society (Community Member from Shamva, Personal Interview, 2011).

The government decentralised structures of government to the lowest level but these structures do not have power and central government continues to interfere with functions of local government e.g.

VIDCOS and WADCOs that were created to enable development using the bottom up approach have no legal status and income (District Administrator, Personal Interview, 2011). This continued interference hampers community development because Central government tends to impose development projects without consulting beneficiaries. The revenue base of most rural district councils is low as compared to those of big cities like Harare and Bulawayo, a situation that hampers the effective function of local government in community development (District Administrator, Personal Interview, 2011).

#### **4.8 Conclusion**

Most of the projects conducted by ACPDT are geared towards capability building, investment in people rather than materials. Community publishing is an education process that aims to empower community members by building their capabilities to participate in and contribute to the development process. Power is not something that a government or agency of professionals can give to people in a careful and controlled way. Empowerment of individuals is a radical process of supporting people in discovering and building their individual and collective strength and potential as they research and analyse their situation and organise themselves effectively to transform it. The process of community publishing has resulted in institutions that complement one another to help disadvantaged communities to participate in the development of their communities.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

The final chapter presents an overview of the key findings of each objective, it is followed by other conclusions that are not directly linked to research objectives. This will be followed by recommendations and lastly areas for further research were identified and proposed.

### **5.2 Summary of findings**

Below is a list of summaries findings presented according to each objective.

#### **5.2.1 Research objective 1**

Identify and describe procedures and role players for community publishing.

The government of Zimbabwe initiated community publishing when the country attained independence. The introduction of community publishing in the country was to help marginalised communities to organise themselves and to enable them to take charge of their own development. The process of community publishing is a cycle which starts with identifying gaps in knowledge within a community. The next step is to select participants for programmes designed by Africa Community Publishing Development Trust (ACPDT). After the targeted population is selected, their needs and problems are identified. ACPDT chooses an appropriate method for educating selected participants for activities such as workshops and study circles. Education and follow up is conducted after the initial process. During this process community views are recorded and synthesised into books which are used by other communities. ACPDT and other CSOs/NGOs managed to form a civic education network to cover the whole of Zimbabwe. The civic education network is now engaged in human capability building programmes.

Institutions in society such as state and CSOs/NGOs have created forums where communities discuss pertinent issues regarding the development of their communities. CSOs/NGOs have forged constant dialogue between communities, national institutions, the state and the private sector. The continuous engagement of citizens and institutions help in creating social capital. This comes in the aftermath of

many development programmes that have failed to achieve the desired results because beneficiaries were not capacitated to fully participate.

### **5.2.2 Research objective 2**

Investigate conditions under which community publishing is conducted.

When the government introduced decentralised structures of government they wanted programmes that will help communities to identify their strength to enable them to participate in the development of their communities. Community publishing was a programme that was initiated by the government to capture their views and build human capabilities. The process of community publishing is also used in areas experiencing conflicts and communities in marginalised areas. The main aim of community publishing was to empower communities.

### **5.2.3 Research objective 3**

Establish and analyse the effectiveness of community publishing.

Findings in the research suggest communities now have access to information as a result of the fact that community publishing targets areas that are impoverished. Communities are now able to access information on what is happening in other areas through the community publishing process. Most people now have the skills to conduct research which helps people to look for ways to develop their communities. The process of community publishing enables communities to co-ordinate development activities. Because the process of community publishing offers a continuous education process to beneficiaries, it has enabled them to analyse their situations and find better ways to change them. Programmes conducted by CSOs/NGOs that include the peace building programme have managed to unite communities. Communities are now able to work together to find solutions for lasting peace in their communities. Thus, CSOs/NGOs are playing a pivotal role in the development process and therefore, they should be allowed the necessary space to operate by relevant authorities.

## **5.3 Conclusions**

### **5.3.1 Community publishing is an innovative process**

It can be concluded that community publishing is an innovative process based on the principle that given the right tools, people are able to design their own development. Community publishing members in Gokwe managed to harness their efforts and constructed rural libraries, trained teachers and built preschools. The process of community publishing awakens the mind of participants, thus helping them to realise their creative energies. This is expressed in publications they produce together with ACPDT. The community publishing process is capable of building people's capacity which enables them to believe that they have the ability for self development. Civil society organisations are capable of giving citizens a platform where they can challenge state actions and in turn, they encourage individual empowerment in all aspects of life. Better and more widespread schooling points to the need of making people prime movers for material progress (Anand & Sen, 2000:2039).

### **5.3.2 Community publishing creates positive attitudes within communities**

There is an effect if a positive attitude is created within communities who are engaged in the process of community publishing. Communities in rural areas are affected by a lack of knowledge of how systems of government operate and yet these systems of central or local government are created for the development of communities. The resources that are directed towards building human capability are limited hence the need to create more institutions and widen the programmes. If more resources are channelled to the creation of institutions that create human capabilities, a positive momentum ensures increased participation of communities in the development process. Hence, community publishing helps to enhance community cohesion which helps in the building of social capital.

### **5.3.3 Political interference**

There is need to move beyond party politics in Zimbabwe because it is derailing community development. ZANU PF acknowledged the need for communities to be involved in the development process by creating VIDCOs and WADCOs and a community publishing process where they wanted to capture views of communities. Now they seem to have changed the system: because they have lost the support of the electorate, they are now denying grass roots community members the right to be

empowered. Working with CSOs/NGOs may endanger lives of participants of projects initiated by them.

Community publishing members who responded to interviews asserted that the process of community publishing is helping in capacitating communities but there is need to change some of the legislation. Legislations that have limited freedom of most people in Zimbabwe should be looked into because participation of citizens in all spheres of their lives is essential in strengthening the principles of democracy. Decentralisation of government to lower structures of society is a positive move that has been made by the government. What is left is giving local government and other local structures legislated power. This is necessary because development projects that are created through these structures tend to be durable; this leads to the formulation of policies that incorporate community needs.

#### **5.4 Recommendations**

At the outset of the research the main aim was to investigate the role of CSOs/NGOs in building human capability through knowledge construction. CSOs/NGOs are playing a pivotal role in the development process and they should be allowed the necessary space to operate by the relevant authorities. CSOs/NGOs should forge constant dialogue between communities, national institutions, the state and the private sector.

Findings in the research also suggest that there is continuous interference in their processes and lack of consultation in policy and programme during implementation. Local authorities often do not consult community members and yet they pay development levies. It is important for government and local authorities to consult the public before they implement new policies. Government should support poverty alleviation programmes that are initiated by CSOs/NGOs; they should maintain constructive dialogue with citizens in order to make development inclusive

Government should reform all institutions such as ministries and other departments under its control so that they cease to serve the needs of their party only. Reforming all the institutions in Zimbabwe provides the following possibilities:



- Stability
- Restoration of accountability
- Removal of political interference
- Give the government of national unity a starting point in community development
- Making public institutions respond to the needs of citizens.

Institutions of the state, CSOs/NGOs and the economy should create forums, seminars, conferences and meetings where communities discuss pertinent issues regarding the development of their communities.

## **5.5 Areas for further research**

The research raised a number of areas for further research as:

- *Can CSOs/NGOs in developing societies like Zimbabwe fill the considerable gap in the provision of development and social assistance?*
- *Can constructive dialogue between government, private sector and CSOs/NGOs help in the transformation of communities?*
- *How can communities' take charge for the development of their communities, bearing in mind the need to conserve resources for future generations?*
- *Challenges encountered by CSOs/NGOs in Zimbabwe in their day to day operation?*

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## Appendices

### Appendix 1: Questions asked in the interview with ACPDT

The following are the questions that I will be asking in the interview. Can you please take time to look through them so that you will familiarise yourself with them.

1. Briefly give the history of your organisation?
2. Vision and mission of ACPDT?
3. What is Community Publishing and its purpose?
4. What are the main activities carried out by Community Publishing?
5. How was the concept of Community Publishing introduced?
6. What are the procedures of Community Publishing?
7. Who manages the process of Community Publishing?
8. Discuss the challenges faced by ACPDT and how they are dealt with?
9. Who partners with ACPDT in the Community Publishing process?

**NB** You are free to give any information during the interview that you feel might have been left out.



## **Appendix 2: Questions asked during the interview with the District Administrator of Shamva**

The following are the questions that I will be asking in the interview. Can you please take time to look through them so that you will familiarise yourself with them.

1. Overview of Local government structures?
2. Where do you get your revenue?
3. Other structures that relate to local government and their functions?
4. What are the procedures used in granting permission for community publishing in your ward?
5. What role does community publishing play in your district?
6. What makes community publishing unique in community development?
7. Factors preventing citizen participation in the development process?

**NB** You are free to give any information during the interview that you feel might have been left out.

### **Appendix 3: Questions asked during the interview with community members from Shamva**

My name is Raymond Freddy Manyuchi a student with Stellenbosch University in South Africa. I am carrying out a research for my thesis and the title is '**The role of civil society organisations/non-governmental organizations in building human capability through knowledge construction. The case of Africa Community Publishing Development Trust**'. I would like to interview community members that are actively involved in the process of community publishing in Shamva. All the information that will be given to the researcher will be kept confidential. The information will be used only for the research. I request you to answer all the questions truthfully. I would like to thank you for taking time to go through the following questions that will be asked during the interview:

1. How long have you been involved in the process of community publishing?
2. Did you have any access to any formal education?
3. The value of education?
4. How did you get involved in the process of Community Publishing?
5. Activities undertaken by community members in Community Publishing?
6. Has the process of community publishing brought changes in your community?
7. What cannot be achieved through Community Publishing?
8. What more would you like to achieve?

**NB** You are free to give any information during the interview that you feel might have been left out.

## Appendix 4: Questionnaire

My name is Raymond Freddy Manyuchi a student with Stellenbosch University in South Africa. I am carrying out a research for my thesis and the title is **‘The role of civil society organisations/non-governmental organizations in building human capability through knowledge construction. The case of Africa Community Publishing Development Trust’**. I would like to interview community members that are actively involved in the process of community publishing in Umzingwane District and Buhera District in Zimbabwe. All the information that will be given to the researcher will be kept confidential. The information will be used only for the research. The questionnaire should be made anonymous and I request you to answer all the questions truthfully. I would like to thank you for taking time to answer the following questions:

1. How long have you been involved in the process of community publishing?

1 – 3 years		4 – 6 years		7 – 10 years		11 – 20 years	
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2. Please indicate the age and gender group you fall into:

18-25 years		26-40 years		41 and above	
Male			Female		

3. Did you have access to any formal education?

Yes.....

No.....

If YES please indicate the level of education attained

Ordinary Level

Advanced Level

Other/ (Please specify) .....

4. The value of education?

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5. How did you get involved in the process of Community Publishing?

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6. List activities undertaken by community members in Community Publishing?

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7. What are the procedures and protocols of community publishing?

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8. Has the process of community publishing brought changes in your community?

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9. What cannot be achieved through Community Publishing?

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10. What more would you like to achieve?

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Please feel free to add, comment or make suggestions on what you think might have been left out in the questions above regarding the process of community publishing in helping community development on separate sheets provided.

## **Appendix 5: Questions asked during the interview with ABDO**

The following are the questions that I will be asking in the interview. Can you please take time to look through them so that you will familiarise yourself with them.

1. What motivated you to form ABDO and when was it formed?
2. What is your relationship as an organisation with ACPDT?
3. What are the core functions of your organisation?
  - Name them and how they have helped in building human capabilities through knowledge construction?
4. What are the challenges you face in your day to day operations in ABDO
5. Who funds your projects?
6. What more will you like to achieve

**NB** You are free to give any information during the interview that you feel might have been left out.

## **Appendix 6: Questions asked during the interview with CIVNET.**

The following are the questions that I will be asking in the interview. Can you please take time to look through them so that you will familiarise yourself with them.

1. What motivated you to form CIVNET and when was it formed?
2. What is your relationship as an organisation with ACPDT?
3. What are the core functions of your organisation?
  - Name them and how they have helped in building human capabilities through knowledge construction?
4. What are the challenges you face in your day to day operations in CIVNET?
5. Who funds your projects?
6. What more will you like to achieve?

**NB** You are free to give any information during the interview that you feel might have been left out.



## **Appendix 7: Interview with a representative from Africa Community Publishing Development Trust (ACPDT)**

**RFM:** Good Afternoon Mrs Chikuhuhu, I would like to thank you for granting me access to use your organisation in my research and taking time from your busy schedule to take part in my research. My name is Raymond Freddy Manyuchi and I'm doing my research on a topic titled '**role of civil society organisations/non-governmental organizations in building human capability through knowledge construction. The case of Africa Community Publishing Development Trust**'. I hope you have had time to go through the questions that I gave you.

**Respondent:** *"Yes I've managed to go through the questions that you sent me and I hope I will give you the right answers that will be meaningful to your research"*

**RFM:** Can you briefly give me a brief history of your organisation?

**Respondent:** *"Community publishing was initiated in Zimbabwe in 1986. The Ministry of Community development and Women's affairs wanted a programme that will increase literacy skills and empower communities about issues concerning development in Zimbabwe rural areas. The main aim of community publishing at that time was to design training programmes and materials that would be used all over Zimbabwe for educating communities and empower them how to use the decentralised structures of development e.g. (VIDCOs and WADCOs) that had been created by the government to abolish the unfair system of governance that has been administered by the previous government"*

*"The process of community publishing used the collective energies of people to collectively produce books as tools that will be used for development change. We operated under the Ministry of Community development and Women's affairs for 9 years and we managed to produce a number of books"*

**RFM:** Sorry to interrupt before we go any further can you please explain what you mean by generative themes?

**Respondent:** *"What I mean by generative theme is the national book team finds what is lacking within communities e.g. awareness of rights and capabilities. We gather what communities feel about them and document them to produce books that are used for civic education."*

*The following are the books that we produced when we were still under the Ministry of Community development and Women's affairs:*

***Let's Build Zimbabwe together*** – it was used to train 7 000 village community workers in developing communities' in Zimbabwe.

***Building wealth in our villages*** – this book introduced communities to basic economics and how they can start rural enterprises.

**Building whole communities** – this book introduced women to issues concerning development.

**Creating employment** – This book introduced youth entrepreneurship.

*The team of community publishing worked with district and extension officers from the ministry in each district on each of the books that are listed above”*

*“During the first ten years community publishing was defined as an innovative method of development education that combines community development and publishing, builds the skills, confidence and creativity of marginalised communities by involving them in collective production and distribution of books”*

*“Our contract with the Ministry of Community development and Women’s affairs expired in 1994. We did not renew it because we wanted to be independent and the demand for our services was increasing for the production of training manuals on capacity building in the development process from different organisations. In 1995 Africa Community Publishing was founded and the organisation comprised of 3 women and 1 men. Despite the organisation pulling out of the government we continued to work hand in hand with government and communities. In the very same year the ministry of Labour and Social Welfare and UNDP commissioned us to carry a research on community views on poverty. The research was compiled in a report called the **‘The Suffering are the Cornerstone in Building a Nation’** this was followed by a book called **‘Uprooting Poverty’** which was used as a manual to train communities in development work”*

*“In 2006 the process evolved after many years and it became to be defined as an internally driven process of change, rooted in community wisdom, creativity and solidarity. It combines community based research, publishing, education and organising. Community publishing enables impoverished traumatised communities’ to overcome internal oppression, articulate their experiences, concerns, aspirations, and communicate effectively using constructive powers of persuasion and organisation. In these ways, community publishing promotes poverty eradication, democratic development, gender equity, children’s rights, peace building and good local governance”*

The organisation together with community members and other CSOs/NGOs have produced the following books:  
*‘List of books was provided’*

- **Rising Again:** Community views on local control over local resources.
- **Creating employment volume 1 to 4:** Community views on how they can start income generating projects.
- **Building whole community’s volume 1 to 7:** Community views on how they can develop their communities.

- **Local governance and participation:** Community views on how local government can work for the development of local communities.
- **Even the smallest bird can sing from the tallest tree:** Community publishing for transformation.
- **A peoples guide to constitutional debate:** We can all make a difference.
- **Follow the river and you will reach the sea:** Community views on participation.
- **Reviving our hopes:** Community views on poverty and economic survival.
- **Calming the storms:** Community views on responsibility.
- **Regenerating:** Towards a new strategy of community education and communication.
- **Bridging the divide:** Community views and recommendations on peace building.
- **The source from which the river flows:** Organising for local governance, poverty reduction and development.
- **Sowing our seeds:** Strengthening citizen participation in local decision making.
- **Restoring our dignity:** Community views on basic rights and responsibilities
- **Lighting up our unfolding way:** Constructive relationships, Conflict transformation and peace building.
- **The rainbow encircling the people:** An African guide to democracy.
- **Participation, Development Power and Democracy:** An introduction to basic civic concepts. Part 1, Introduction, Civics and Participation.
- Participation, **Development**, Power and Democracy: An introduction to basic civic concepts. Part 2 Development.
- Participation, Development, **Power** and Democracy: An introduction to basic civic concepts. Part 3 Power.
- **Inside our mining world.**
- **Democratic Governance in Zimbabwe: Citizen Power:** Produced for the commonwealth foundation.
- **We are also human beings:** An introduction to children's rights in Zimbabwe

**RFM:** What is the Vision and Mission of ACPDT?

**Respondent:** *“As I have told you when we started the interview our organisation mainly dealt with community based research and publishing which is used in community education to improve on participation in development processes our vision and mission is:*

- *to carry out research with communities that is based on the needs of communities and this should be used as a procedure that will be followed in all programmes and publications;*
- *to use books to:*
  - *design and implement relevant development programmes with beneficiaries,*
  - *influence local, national and international development policies and programmes,*
  - *help communities to use their knowledge and skills to solve their problems and to meet their needs”*

**RFM:** What is community publishing and its purpose?

**Respondent:** *“Community publishing is a process that collectively brings together ideas that a community has on development, desires, aspirations and a quest to achieve programmes that are initiated by communities in trying to develop their own communities. The information is put in books that can be used by other communities to organise their efforts and contribute to the development. Community publishing is a mouth piece that is used by communities’ to share ideas with other parts of the country. It tells other communities how they can achieve success if they are given the right knowledge and tools”*

*“Basically many people who are in the development circles evaluate their programmes to asses if change has happened. If they are positive changes within communities then that’s the bottom line. In community publishing we use writing. What I have discovered in my years of community publishing is that people enjoy writing they feel respected if they are asked to write and one can learn a lot by getting people to write”*

**RFM:** What are the main activities carried out by Community Publishing?

**Respondent:** *“As an organisation we act as a consultancy or trust that deals with community based research and publishing which is used in community education to improve community well being. Our aim is to educate communities, we don’t impose what is to be learned, we look at problems that communities in Zimbabwe are facing and we research together with communities and come up with books that can be used throughout Zimbabwe by other NGOs to encourage participation in the development process. This year our main theme is peace building and we are trying as much as possible to cover all the ten provinces of Zimbabwe. As you may have observed during your studies or observations development cannot take place if there is no peace. We are trying as an organisation together with our partners trying to educate people in Zimbabwe on why peace is important”*

**RFM:** How was the concept of community publishing introduced?

**Respondent:** *“As I have told you when I was talking about the history of the concept of community publishing in Zimbabwe. The process of community publishing was introduced in 1986 and the main aim was to design a training programme and materials that would be used all over Zimbabwe for educating communities and empower them how to use the decentralised structures of development e.g. (VIDCOs and WADCOs) that had been created by the government to abolish the unfair system of governance that has been administered by the previous government”*

*“Community publishing is mainly used in areas that are characterised by poverty and conflict but these communities should be able to show that they are creative. In some selected areas units of community publishing and study circle are formed in every village or neighbourhood”*

**RFM:** What are the procedures of Community Publishing?

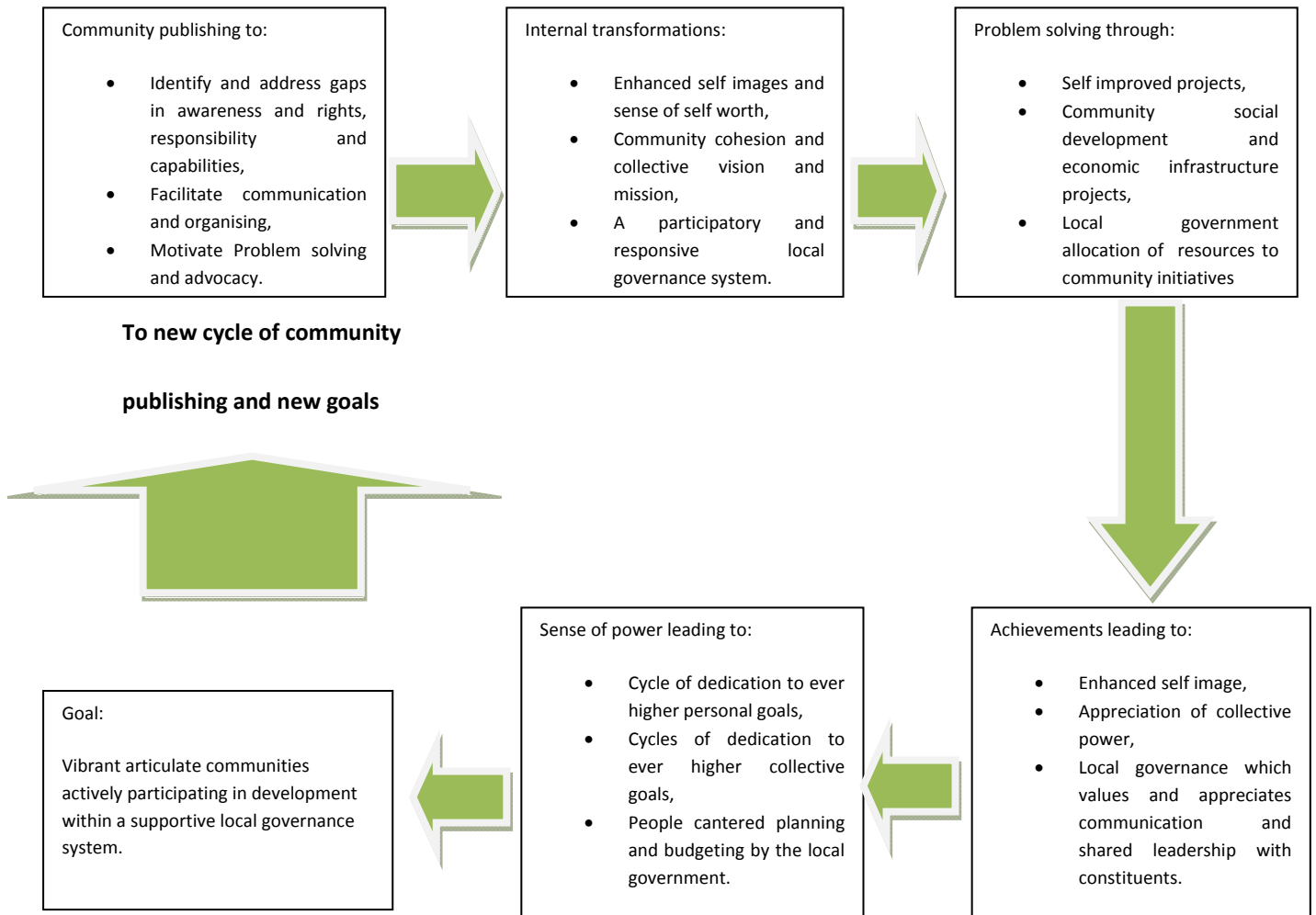
**Respondent:** *“Community publishing is a cycle which is always evolving all the time. I can give you a brief outline of the procedures that we follow when we are initiating a new programme that is guided by new general themes. As I have told you that the process of community publishing is as important as the books produced because we use them for advocacy”* Interviewer was given a handout on the process of community publishing.

*“The diagram on the next page may seem to be simple but the environment that we operate in is complex because they are other institutions in society that view our services as working against them because they don’t want communities to be empowered because they fear that they will lose their seats. For us to go in an area we must first seek authority from Provincial Governors, Chiefs and Headmen who are appointed by ZANU PF. Access to communities especially those in rural areas can be denied”*

**RFM:** Who manages the process of Community Publishing?

**Respondent:** *“Community publishing is a process of change that is internally driven. Local community publishing team steer the process at local level, practicing shared leadership and self-management. At national level a small national team designs, coordinates and supervise the process, by doing so they are increasing the capacity of local teams to take on more responsibilities. National and local team leaders meet regularly to jointly plan and review the process”*

The following is the process of community publishing:



Source: (ACPDT, 2006: 24)

**RFM:** Discuss the challenges faced by ACPDT and how they are dealt with?

**Respondent:** *“We have faced many challenges as an organisation, first the government didn’t want to fund our activities; this was the time when Economic Structural Adjustment Programme (ESAP) was implemented which resulted in government expenditure on social needs being cut. We had problems starting on our own with no funding from any source. We had to use public transport to areas that we had worked in when we were still under the Ministry of Community development and Women’s affairs. We did not want the programme to collapse as Zimbabwe was still a young country that was just coming out of independence and we wanted to help in building capabilities of communities to ensure that they are able to participate in the development process”*

*“When we became an independent organisation we started with only 100 Zimbabwean dollars and I should think it was equivalent to 58 US Dollars at that time. We borrowed equipment from other organisations. We were lucky that we both shared a passion for educating communities so that they will be able to meaningfully participate in the development process. We had no funding from government and international (NGOs) this made*

*day to day running of community publishing difficult. It was difficult at first to start with nothing but we managed to go it on our own and in the process we have managed to strengthen the civil society network that has helped communities in Zimbabwe in a number of ways”*

*“There has been much legislation passed by the government to try and silence the activity of NGOs because the government which was ZANU PF dominated was losing ground even in rural areas which used to be their stronghold. The rejection of the constitutional referendum was the starting point and various measures were enacted to control this sector and some of the laws, legislation or bills passed include NGO Bill, POSA and many other media laws. Some of the laws now require long bureaucratic channels for an NGO to operate in an area and any organisation that do not seek permission risk being arrested. Many people/institutions that permit NGOs to operate are ZANU PF sympathisers and they think that NGOs are there to support MDC because they were instrumental in the formation of MDC”*

*“Increase in political violence after MDC was formed has resulted in lives of ACPDT activists being threatened. All organisational data of ACPDT and back up disks were stolen by security agents and the threats forced one of the management staff to flee Zimbabwe. The economic crisis in Zimbabwe during the period was a major setback as we could not budget properly because inflation was increasing on a daily basis. Our operations were seriously affected”*

*“Despite all these problems, the paralysis of freedom of speech because of the laws that were enacted to silence the voice of communities who were demanding justice, a fair distribution of resources and a voice in governance issues, ACPDT managed to initiate Local Governance Community Capacity Building Programmes with assistance from local governance consultants and the programme was piloted in 6 pilot wards of Gokwe North, Matobo and Umzingwane. We don’t know how we managed to do it but we are just glad that we did it because people now want change; they now want to be partners in the development process because of increased civic education”*

**RFM:** Who partners with ACPDT in the community publishing process?

**Respondent:** *“ACPDT has its focus on impoverished, traumatised and excluded people/communities from diverse backgrounds. Participants in community publishing in the areas that our programmes are running usually have primary basic education and they are able to read and write. In cases where there are illiterate participants they are usually assisted by other participants who are literate e.g. the youth usually help in recording traditional stories which are essential to the continued existence of their communities”*

*“National and local government are our partners in the process of community publishing because they give us the permission to operate in the areas we are operating in. Some of our books are being used by the government to encourage good local governance in some areas”*

*“As a coalition of 5 CSOs/NGOs we formed an organisation called CIVNET and its mandate was voter education because the number of people who were voting was declining. ACPDT together with communities’ designed manuals that were to be used for voter education. The move was successful as it resulted in a ZANU PF dominated constitution draft being rejected at the referendum. The core business of the organisation changed to carry out other functions that include civic education. ACPDT is designing manuals that the network is using in civic education”*

*“ABDO is a sister organisation of ACPDT and its function when it started was providing impoverished and traumatised communities with books. The organisation has managed to go to remote areas to set up libraries that have helped in many communities having access to books. This has helped in creating knowledge in communities because books are readily available. Study circles in rural communities have been helped because of the availability of books. ABDO is also responsible for distributing books that are produced by ACPDT and this is helping other communities where community publishing is not practiced to increase their knowledge”*

*“We also get funding from INGOs and regional bodies like the European Union who are funding the peace project. We have worked with UNDP in finding out community views on poverty and strategies that must be employed so that we alleviate poverty”*

**RFM:** Thank u very much for taking time to accommodate me in your busy schedule. Do you think that there is more information that u think I might have left out and is beneficial to my research?

**Respondent:** *“You are welcome community publishing addresses the following themes:*

- **Local governance and community capacity building programme** *‘this programme was aimed at both communities and local authorities to be prepared for the tasks to develop local communities because some structures of governance had been decentralised’*
- **Local leadership programme** *‘this programme trains young people from impoverished backgrounds as facilitators for development programmes’*
- **Peace Building** *‘since Zimbabwe attained its independence communities have experienced a lot of organised violence especially during election time’*
- **Children’s rights**, *this is one age group that is left out in many development process, by involving them in the process of community publishing we are trying to empower them and encourage them to participate in the development of their communities.*

*All the books that are produced through the process of community publishing are used in the empowerment of communities’ to ensure that they are functional in the development of their communities. Many CSOs/NGOs and CBOs are requesting our services and books to use in their projects especially the ones on peace because they are lot of tensions in the country and lessons on peace are helping to transform communities. Also through our*



*community publishing process communities have seen the need to form their own CBOs because they need to stand as one voice”.*

## **Appendix 8: Interview with District Administrator of Shamva**

**RFM:** Good Morning my name is Raymond Manyuchi I would like thank you for giving me time to interview you. From the correspondence that we had I hope you have had time to familiarise yourself with the questions that I send to you. The topic of my research is **'the role of civil society organisations/non-governmental organizations in building human capability through knowledge construction. The case of Africa Community Publishing Development Trust'**.

**Respondent:** *"Welcome Raymond I had time to go through your questions and I hope I will give you the correct answers that you looking for".*

**RFM:** Can you please give me an overview of Local government structures in Zimbabwe?

**Respondent:** *"Local government is the lower structure of National government. In Zimbabwe local government is recognised by law and people are usually elected by people for a period of five years. The mandate of local authorities is to plan and implement specific functions"*

*"For you to understand local governance in Zimbabwe first you must understand how it has evolved over the years from when we attained independence. In 1980 the Urban Councils Act was repealed and for the first time African townships which were popularly known as High Density Suburbs were included in urban councils".*

*"The directive from the president which outlined the decentralisation and coordination of development structures for village to National level led to the establishment of VIDCOs and WADCOs that had elected members and this move by the government was aimed at engaging communities to design their own development strategies because the previous government had sidelined them before. VIDCOs and WADCOs were found in rural areas in Zimbabwe. This saw the government giving money to NGOs that dealt with building human capability building to encourage people to effectively participate in the development process. I still remember some of the books that we used that time were produced by an organisation called Foundation for Education with Production and some of the member's letter went on to form an organisation called ACPDT. During this time the government was committed in human development which is evidenced by its expenditure on education, health and livelihood strategies in most rural communities in Zimbabwe at one time we use to be a beacon in Africa in terms of human development".*

*"In 1998 all the structures were changed and they become rural district development committees. At provincial level we have the provincial councils, political bodies that are chaired by the provincial governor with one chief and representatives from each local authority in the province. All these structures represented the provincial development committee. The provincial development committee is an executive body that is chaired by a provincial administrator and it is made up of provincial heads of ministries, chief executive officers of local authorities in the province and key representative from CSOs/NGOs. The main aim of the Act was to unify the*

*system of local governance in rural Zimbabwe. The councils were given a range of functions that include development, education, improvement of water and sanitation, road maintenance and development of district centres that will act as urban centres within rural areas”.*

**RFM:** Where do you get your funding?

**Respondent:** *“Our local sources of revenue are development levies, land taxes, licence fees, service charges, beer levies, (royalties on exploitation of natural resources) and income generating projects. Since responsibility for other functions like health, education, water and sanitation, roads, housing and development planning have been given to local government we are getting funding from National Government in rural district councils. Though the funding is not enough to undertake all the responsibilities that were given to councils the funds surpass those that we collect”.*

**RFM:** Can you please briefly tell me of other structures that relate to local government and their functions?

**Respondent:** *“First we have the ministry of Local Government Public Works and National Housing and it is the umbrella body for all local authorities in Zimbabwe in both rural and urban areas. We have the District Development Fund and its main function to finance development in rural areas and it is financed by national government. We have residents associations and they are increasing the level of citizen participation in local government one notable residents association. CBOs are also increasing due to strong civic education in my ward and people can now negotiate with one voice”.*

**RFM:** What are the procedures used in granting permission for a NGO to operate in your area?

**Respondent:** *“As you know they are many laws in Zimbabwe that include POSA which prohibits the gathering of more than three people without permission from the police, first they may seek clearance from the police. NGOs also need clearance from the provincial governor and once the provincial governor has given the nod they come to me the district administrator and I approve and the process of approving is not only done by me as I have to talk to the chief of our area. Once all this is done they can come and carry out their activities. Also for the NGOs to operate in my area they must be registered with the Ministry of Social Welfare. All the institutions that I have mentioned above can at any time monitor the processes that are undertaken by CSOs/NGOs”.*

**RFM:** What role does community publishing play in your district?

**Respondent:** *“Community publishing has played a key role in the development of our district through its various programmes that it has implemented over the years. It has managed to increase participation of citizens in many development programmes in wards. Participation in local governance is not given on a silver platter in our country; it has to be demanded by well organised citizens. So community publishing is helping people in my area to rally behind one common cause which is the development of Shamva”.*

*"In 1996 the government of Zimbabwe introduced the rural district council capacity building programme and the programmes aim was to develop human resources, institutional resources and capital resources of rural district councils. ACPDT had its programme that was running with communities 'Local governance and community capacity building programme and Local leadership programme' these programmes managed to emancipate local communities in rural areas to have a voice in matters relating to development of their communities. The programme managed to teach communities proper channels to use to demand change in how affairs of councils were being run".*

*"The peace building programme that ACPDT is using has helped to bring peace in our area as you are well aware of what happened in 2008 during the presidential runoff many people were displaced because of political violence. Since the peace building programme we have seen many people who did wrong to other people apologising and some are even compensating people they wronged. I would also like the activities of peace building to be duplicated throughout Zimbabwe because without peace there is usually no development".*

**RFM:** What makes community publishing unique in community development?

**Respondent:** *"Community publishing is unique in a sense that it manages to combine education with development. According to some other scholars, development does not end as the world we are living in is always changing. The education they provide is not similar to the one you will find in a school setting as it involves lessons that are practical to their day to day living. What makes community publishing important is the fact that communities are responsible for their own publications and they are telling the world what they need to be incorporated in development projects or social development of their communities. One International organisation which had projects in Bindura approached me to enquire if I can have someone from ACPDT to come and form study circles in areas they were initiating projects. The organisation wanted communities to learn about conflict resolution, participation and peace building because they had found out that the lack of participation and peace were hampering development projects".*

**RFM:** A process has its merits and de-merits in your own view what are the Factors preventing citizen participation in the development process?

**Respondent:** *"When some of the functions were decentralised to the lowest level of governance e.g. local government, not much power was given to the rural district councils. In terms of the legislation the Local Government Act the ministry still has a lot of power as they can interfere in affairs of local government and change their plans and impose what they want which is not usually in line with people's expectations. VIDCOs and WADCOs have no legal status and income this makes difficult for them to effectively function. Functions that were delegated to Local authorities to handle are too much for them because local authorities do not have the capacity and financial muscle to implement them. The local authorities do not have a revenue base that is big as Harare and Bulawayo. Service delivery is still low in our area".*

*“Party politics is also derailing development in local authorities. Since the opposition gained more seats in parliament and municipalities local government has been difficult to manage. This is found in local governments that are mainly dominated by the opposition party; the minister is always interfering in the affairs”.*

**RFM:** *What do you think might be the reason for continuous interference?*

**Respondent:** *“There I don’t know and I don’t want to speak for all the people that I work with. I think they want the other party to look bad to the electorate. I just dream that one day all parties will come to realise that there is urgent need to desist from the meddling and we try to develop our areas”.*

*“The traditional leadership Act that was enacted in 2000 to restore the powers of the chief is also causing tensions within local government because they believe that they are the ones with the mandate for local economic development. They are interfering in some of the projects that we are implementing”.*

*“DDF which was given the mandate to develop districts in rural areas together with local government is not cooperating with us. They are implementing programmes which are not in line with community needs because they usually don’t consult us and communities. This has left the organisation open to corruption”*

*“It’s also difficult for NGOs to operate in our areas especially those that deal with civic education because the ruling party think that they are aligned to the opposition party. Some of these problems need to be addressed for meaningful development to occur in our areas. What ACPT is doing will help communities to take charge of their development once this confusion is settled. A Journey of a thousand miles starts with a single step I think the process of community publishing is the first step”.*

**RFM:** Thank You for taking time for the interview, all the information that you have given me will be used only for this research.

**DA:** *“You are welcome”.*

## **Appendix 9: Interview with community members from Shamva District and questionnaire responses from Umzingwane and Buhera District**

**RFM:** How long have you been involved in the process of community publishing?

**Respondents:** Most of the people who responded to questionnaires have been involved in one way or another in the process of community publishing for a period of 10 years or more.

**RFM:** Did you have any access to any formal education?

**Respondents:** Both community members who participated in the interview had some basic education they managed to reach Form 4/ordinary Level which is the equivalence of grade 11 in South Africa.

**RFM:** The value of education?

**Respondents:** Both members valued education and if they had the resources they would have went further with their education. They both see the process of community publishing as affording them an opportunity to question why some things happen and what can be done to address the poverty they are facing because they have now come to realise their poverty stem from human activity that include violence, corruption, nepotism and many other factors. Community publishing has increased participation of community members in social or economic development. It has managed to record their experiences and it used as a method of communication because alternative media is non-existent in Zimbabwe.

**RFM:** How did you get involved in the process of Community Publishing?

**Respondents:** Respondents from Shamva claimed that their first contact with the process of community publishing was after parliamentary and presidential elections in 2005 when ACPDT together with other CSOs introduced peace building programme. They said that their community had experienced violence that they equated to the one they saw during the second war of liberation in Zimbabwe. They said the process has managed to unite community members from different political parties. One of the respondents expressed the situation in a local Zimbabwe saying '*Panorwa Nzou huswa hunofa*' this means that when two elephants fight is the grass that suffers. They started realising it after the damage had been done that once people they had elected in power using violence neglected them for the period of their terms in office and will come back when they want people to vote them back in power. One of the respondent to the interview acknowledged that this has been happening from independence and this is one of the result why they was voter apathy in Zimbabwe, "*people in my community started realising that voting was important after we had settled as a community in study circle using civic education manuals*"

Respondents from Umzingwane and Buhera claimed that their first encounter with community publishing was when '*Local governance and community capacity building programme and Local leadership programme*' was

introduced in their community. That is the only time when community members started mobilising through study circles and workshop to work for the development of their community.

**RFM:** What are the procedures and protocols of community publishing?

**Respondents:** Both community members in Umzingwane and Buhera told the researcher the same procedure and protocols for community publishing.

People from ACPDT organise workshop with members from my community and they were initially brainstorming ideas on what constitutes local governance and community capacity building programme. During that that workshop few wards in each province were identified as a potential study pilots for the programme of good local governance and community capacity building programme. It was also during this time when study circles were introduced in our communities and they 20 people or less since we live in a sparsely spaced rural setting. The organisation trained facilitators who were going to monitor the progress of study circles together with community members and organise ward workshops. ABDO opened a rural Library in local schools with books that could be used by communities in the study circles in Umzingwane. When the programme started there has been constant visits from people from ACPDT were we held workshops and all our contributions were kept on paper and were given to the programme coordinator from ACPDT to compile information into books. The book clearly represents what people discuss during workshops and study circles. The process was expanded to other wards in the districts.

**RFM:** Activities undertaken by community members in Community Publishing?

**Respondents:** Community members told the researcher that their activity in community publishing is research. Most of them pointed out that community publishing would not succeed in capturing the imagination of the public if they did not work with communities. We are the crucial link in the books because they express what we want as communities and we use some of our local knowledge in trying to solve some of the problems that face our community. Some respondents acknowledged that it was difficult at first when the process of community publishing was introduced because they did not understand their role. Through workshops and study circle we have managed to learn about the system of local governance and participation. This has made me and community members on what needs to be done for social and economic progress to take off in our communities.

*“We also help to translate books produced by the process of community publishing to local languages because not all of us are in a process of understanding English”*

**RFM:** Has the process of community publishing brought changes in your community?

**Respondents:** Despite differences they might have politically with their communities those who responded to the interview expressed that it promotes cooperation of all stakeholders in local governance as people have done their research and now know what is required from them to develop their communities.

Some respondents felt that now they can freely express their expressions using community publishing to write what they want to be incorporated in decision making to ensure that local government works for the people. Some of the respondents were optimistic that once the situation has changed and rule of law is respected community publishing will help in transforming communities. As communities they carry out continuous research through study circles because they help in raising issues and priorities in our community. The issues that are raised are tackled in an integrated way and some of the issues are published in books to tell the outside world what we can do as a community and what we want for our communities to develop.

*“Equality is now being promoted within our communities in terms of gender because education that we have received from other communities through books has shown us that we can now empower the girl child which used to be not the case before...”*

*“Living in rural areas has disadvantaged people because there is limited access to information and means of communication. The media that we rely on is controlled by the state and they only tell us what they want to here and access to newspapers is very low. When we are denied access to information and freedom to express what we want our communities are usually underdeveloped. Community publishing is being used as source where we access information on good ways to follow so that our community will develop and also as a way of communicating with other communities’. In my area there is increased information sharing because of the activities of community publishing that my community are engaged in. People are now aware of activities taking place in the community be it new farming practices or new development projects that are coming in the community. People in my community have gone as far as identifying any positive and negative developments that are taking place in our area and proceed to raise formal complaints to responsible authorities and using proper channels”*

*“Before we used to suffer in silence and we would wait endlessly for our leaders to come and solve our problems. Since community publishing came to our area we have been able to unite as a community to tackle some of the problems in our community, one can notice that there is a big change. Now our community can decide what it wants to do and get our leader to support us”*

*“Before community publishing came to our area they was usually conflict between traditional and elected leaders, this was because of lack of information and miscommunication. This led to all efforts on ways of developing our communities both economically, ecologically and socially going astray. Now we now know how to work together as communities”*

*“The process of community publishing has proven that you cannot sustain a society without the exchange of ideas. Inventions and innovations are only possible if there is access to information and communication. When other NGOs introduce new programmes in our area we are able to look better ways of implementing the projects to ensure that it is sustainable, this is so because we have been given an opportunity to organise ourselves through community publishing processes”*



*“People in my area are able to implement development programmes with little assistance from district officers. We are now able to deal with our challenges using skills of advocacy, negotiation and coordination. For example In Ward 1 in Umzingwane we raised money for rural electrification. In the same ward women organised and they successfully got the council to pass a resolution that bars close at 9pm because many social problems in the area were being caused by alcohol abuse”*

*“There has been change in my community since we started engaging in the activities of community publishing. Things that we learn through workshops and study circles have managed to unite diverse people in my community. The process of community publishing is productive and useful in my community because we now know how to deal with conflicts”*

*“ACPDT has managed to enhance literacy in my community from the studies that we undertake during study circle and discussions that we do has helped people in my community to reflect over their lives in order to analyse their reality. We are now able as a community to organise meetings and discuss what our area needs and the problems affecting in our area so that we could address them. For me this shows that a process of social transformation is slowly taking off in my community...”*

*“Civic education that we received from ACPDT through workshops study circle and information that we have gathered through research led to youth, women and men in my community having courage to fight for our rights. In 2008 we rejected imposed leaders and resisted intimidation and vote buying. We voted out an MP who was a minister in the primary election of our party and choose a woman in his place. The situation has been working for us as the MP is concerned with the development of our community though Zimbabwe is still in problems financially but I am quite optimistic that if the situation changes we are in a better position to develop our communities”*

**RFM:** *What cannot be achieved through Community Publishing?*

**Respondents:** They pointed out that some things like changing authoritarian leaders in our society still remains a problem. If they are authoritarian tendencies within a system of governance community development is blocked.

*“Community publishing has managed to unite society to fight for one cause which is development of our communities but corrupt local government officials are looting the development levy that we pay and this leaves no money for other projects that can help other sectors in our community e.g. road construction. It’s very fortunate that most people who come here have 4 wheel drive cars and you might find out that one can easily come to our area. It’s difficult for us because there is only one bus that comes to our area because our roads were last repaired ten years ago and yet we are paying development levies. I think this programme should be extended to our leaders”*

*“It seems as if our councillors have forgotten all about us, they gave us empty promises they have never fulfilled. We pay development levies but we have never seen any single development coming in our area instead*

*they buy expensive cars for Chief Executive Officers and they go to expensive hotels for conferences using the meagre resources that we give them”*

*“The council is undermining our efforts in the sense that they are the rulers over our resources and they are not giving us a say on over our resources and yet we are prepared to engage them so that we use the resources for the benefit of everyone in our community”*

*“Our local authority is violating the law because it is not publishing any audited financial results and this has led to them not qualifying funds that are set aside for development by different agencies. They use most of the funds to pay salaries and allowances rather than infrastructure and service development. I think it is improper for local authorities to lose sight and focus on their own needs. As communities we should not tolerate such behaviour from these institutions because they are a cornerstone of our nation’s development”*

**RFM:** What more would you like to achieve?

**Respondents:** Most of the people who responded that they wish that if they is a way of changing the neo-authoritarian state of Zimbabwe which has so many closed structures which is characterised by top down decision making system. The top down structure is preventing economic, democracy and civil society development. At the present moment public officials in Zimbabwe are operating in an environment that is devoid of public accountability or transparency and this makes it difficult for the government to provide effective and positive governance, the protection of civil liberties and the facilitation of meaningful social and economic development.

*“People in my ward can now work together in solving our problems, we now know each other very well in our community and we are even taking care of the poor. Some people can now stand on their own without the help of outside agencies. Our participation, management, constructive public communication, conflict resolution and leadership skills have been enhanced by the community publishing process. What I want is for elected public officials to stop interfering in projects that we start because they end up changing our objectives because they want to look good to the electorate. We want government officials to look at the books that we are producing as communities because they have what we communities want the system of governance to be because we will have made it easy for them to carry out research on what communities want”*

*“I wish if there is a way that Zimbabwe is governed by a government and not a political party. The government should promote poverty alleviation programmes and establish and maintain constructive dialogue with citizens in order for development to be inclusive. Youth programmes should also be prioritised to ensure that the future of Zimbabwe is sustainable”*

*“All communities in Zimbabwe should undergo community publishing process because it helps in the sharing of information and ideas through books. Citizens should be empowered and when they are organised they should have effective structures that are able to spearhead development. Knowledge is power people have*

*to know what is around them e.g. constitutional rights and legal interpretations of the constitution. When we know what is happening next door one is more likely to assist 'that is if he/she can lend a helping hand'. We must feel free to criticise any wrong doing without fear and some of the repressive laws like POSA should be repealed"*

*"The constitution that we have is geared at keeping one party in power because the President has too many powers. And it contains other unjust laws which hamper many freedoms and they are responsible for derailing development. Even after the ruling and opposition party have signed the Global Political Agreement (GPA) there has been no positive developments in terms of improving the governance system because of conflicts. The constitution making process was full of controversy because some of the data that was collected during the process was stolen by secret agents. I don't know if the process will capture what we want"*

*"A good society should find expression on many levels; it should be experienced at home, in schools, in churches and in all our civic institutions. Yet these institutions are not even regarded as essential in community development. Without a good society in our country where basic values are formed, we cannot have sound values and sound leadership at higher levels in society"*

## Appendix 10: Interview with a member from ABDO

**RFM: Interviewer**

**RFM:** What motivated you to form ABDO and when was it formed?

**Respondent:** *“That’s a tricky question because I was not one of the founder members. But I have got an idea from the history that I heard from the founder members I had a chance to speak with. ABDO mandate was to start libraries in areas that were underprivileged, rural areas. The organisation donated books to rural schools and communities, it also worked on some projects with ACPDT and we helped them in distributing books to study circles. At some point in time we used to distribute books they produced to rural libraries in other communities where community publishing programme was not conducted. The situation became tense when we could no longer distribute their books because of reasons that I cannot tell you in this interview. We also ventured in the process of building human capabilities to enable them to participate in the development of their communities”*

**RFM:** What is your relationship as an organisation with ACPDT?

**Respondent:** *“ACPDT used to be our sister organisation and we helped one another by distributing some of their civic education manuals in wards that were selected for local governance community capacity building programme. We also used their structures to promote the importance of study circles. We trained study circle coordinators on good practices of forming a study circle. Various books on civic education and project management e.g. pig farming, poultry production and many other programmes are distributed in communities to study together and implement projects that could help enhance their livelihood strategies. We are still in the same line of work which is the improvement of human capabilities by educating them!!!! Sorry if I say educating I’m using the wrong word we all go through an education process and both as a group find solution or the right path to follow so that we develop our communities”*

**RFM:** What are the core functions of your organisation?

- Name them and how they have helped in building human capabilities through knowledge construction?

**Respondent:** *“Our main function is distributing books to rural libraries, the government has neglected the development of education in rural areas and we have stepped in to provide textbooks to schools in rural areas. We also provide civic education manuals to communities in rural areas and they are used by communities in study circles. The use of civic manuals in study circles helps communities to understand their communities better and it is some form of continuing education after formal education. Continuing educations help communities in generating knowledge and join their ideas which can be used for community development”*

*“The main aim of providing books for study circles in partnership with ACPDT was to improve on adult formal education and improve community coordination of development activities. Study circles are used as a way of uplifting people as individuals and as members of a group. Study circles aid the functionality of members of the community in building a new Zimbabwe. Increased knowledge helps communities to understand the world and this increases their functioning capabilities”*

**RFM:** What are the challenges you face in your day to day operations in ABDO?

**Respondent:** *“Zimbabwe has faced many challenges in trying to unite communities using NGOs. I should think that those who are ruling have got something to hide and they do not want the whole country to know what they are doing or they are greedy which gives them an appetite to stifle anything that has to do with civic education. When CSOs/NGOs formed an opposition party to challenge the hegemony of the ruling party we have been living in constant fear not knowing what the ruling party might do next. First they were laws like POSA, AIPA that limited the liberties of many citizens in Zimbabwe because it denied them access to information and the right to hold public gatherings without security agents monitoring their activities and if they were not in line with ruling party agenda people were considered as sell-outs. That is the reason why we stopped distributing some of the books produced by ACPDT because they were regarded as controversial by many ruling party sympathisers”*

*“There was the NGO Bill that was drafted by ZANU PF and its main aim was to monitor NGOs. We were happy that the bill was not passed in parliament. But on the ground it seems as if the bill was passed because we are having problems with the security authorities in approving some of our activities since we have now diversified to civic education. Even INGOS like CARE international found it difficult to operate in Zimbabwe because the ruling party members took control of some of their activities of food distribution. Food was not distributed to people who belonged to the opposition. 2008 was a difficult year for us because inflation was rising on a daily basis so we could not plan for the future and the meagre foreign currency reserves were taken by the Reserve Bank of Zimbabwe and up to now they have never paid us”*

*“We are also trying to improve the literacy of community members in our process of providing communities so that they engage in the education process. The previous government had abandoned its project of improving on literacy by undercutting the education budget which has seen many schools suffering. As an organisation that provides textbooks to rural schools, we can no longer meet the demand because people from different areas want books in schools”*

*“Peace has not really returned to our communities in Zimbabwe especially those in rural areas. There is still suspicion among community members that violence will return once elections are held. ZANU PF wants election held this year but there is no way that this can be pulled off because communities are still traumatised with what happened in 2008 and a process of national healing was not properly conducted”*

**RFM:** Who funds your projects?

**Respondent:** *“Anyone who has books that he/ she no longer want to use can donate the books to us and we will help to distribute them in rural school libraries that we have identified. We also get funding from international institutions who want to help in the development of literacy skills in Zimbabwe. As I have told you before that we have now diversified, we are now funding ourselves through consultancies that we do for other organisation in trying to build participatory skills in the development process. We are also specialising in the building of study circles in rural areas to cultivate the culture of learning this is financed by anyone who is interested in building the capacity of community so that they participate fully in the development of their communities”*

**RFM:** What more would you like to achieve?

**Respondent:** *“They are many things that I feel ABDO still want to be changed in our society. What pains me the most is that our policies on human development used to be the best in Africa and economic development was going to follow once we got the equation right. But things started falling apart and I should think we have gone to a situation where we are now one of the poorest country in the world and yet we got the human resources that are needed for the development of Zimbabwe. Look at our neighbouring countries they have benefited immensely from the human resources that we have developed. We need to find a formula that will redress the situation and will equip communities with skills of challenging those in power to work for the needs of the people and not their needs. We need to coordinate communities to work for one goal which is development of their areas and this should be done in a scenario where people are not intimidated to speak out what they feel. If they are check and balances in our communities in Zimbabwe corruption would not be high as it is. Basically I think that these are the things that I will want the organisation to look at”*

**RFM:** Thank you very much for taking part in my research I wish you all the best.

**Respondent:** *“You are welcome good luck in your studies”*

## **Appendix 11: Interview with a member from CIVNET**

**RFM:** Good afternoon sir I would like to thank you for giving me an opportunity to use your organization in my research and I hope you had had time to go through the questions that I sent you.

**Respondent:** *“Good afternoon, yes I have had time to go through them and I hope you will get the information that you are looking for”*

**RFM:** What motivated you to form CIVNET and when was it formed?

**Respondent:** *“Zimbabwe is a beautiful country that has people who are very hard working but they are let down by public institutions who are supposed to work for them to ensure that their communities are developed. The idea of forming CIVNET was muted by 6 non-governmental organisations in 1996 and they wanted to form a civic education network. The primary objective of the network was to encourage and promote voter education nationally. This move was to counter voter apathy that was prevalent in most communities’ in Zimbabwe and this move was to simultaneously contribute to the strengthening of democracy in Zimbabwe because they was evidence of threats and challenges that were emerging in most communities in Zimbabwe”*

**RFM:** What is your relationship as an organisation with ACPDT?

**Respondent:** *“ACPDT played a crucial role in the formation of the civic education network because it wanted channels where they can use their books in empowering people of Zimbabwe. The coalition of NGOs wanted to focus their energy and vision to educate and raise the consciousness of citizens of Zimbabwe. The idea behind the network was to empower people so that they will hold the government at all levels accountable to people’s needs. The training materials that we use in our civic education courses are supported by reading material and manuals from partner organisations”*

**RFM:** What are the core functions of your organisation?

- Name them and how they have helped in building human capabilities through knowledge construction?

**Respondent:** *“We specialise in the training of rural communities to ensure that they know their rights and encourage them to participate in community development. The training methodology that we use is rooted in democratic principles that include dialogue and engagement. The training programme also involves a rights based approach and clearly stipulates rights that people in Zimbabwe are entitled to. The assumption that we have is that the rights based information that we teach to communities will help in facilitating a shift in thinking and eventually help participants to change their behaviour and attitude and the broader community to work for the development of their communities”*

*“The underlying assumption of the education programme that we use is centred on participation of citizens. Through the participation process citizens must be actively involved in the life of the nation and they should safeguard principle of democracy and ensure that elected and other leaders should be accountable to the population”*

**RFM:** What are the challenges you face in your day to day operations in CIVNET?

**Respondent:** *“The political environment became hostile in 2000 when the ruling party lost the referendum it was trying to force on people. Had it not been the efforts of NGOs Zimbabwe was going to have a constitution that was deeply flawed because it didn’t capture what people wanted. CIVNET and partner organisations managed to use ingenious training methods in workshops to teach people on why participation in the constitution making process is essential and the rejection of the constitution in the referendum which was deeply flawed. The convening of workshops is dangerous to ZANU PF because the use of terms like democracy and governance is linked with the opposition. This has led to governments putting in mechanisms to prevent such workshops from taking place. The risk involved in the conducting of workshops has had an impact on individual trainers and participants of civic education courses participation in training. People involved in the network have been threatened and some have left the country. We spent so much time, money and effort training facilitators who will after a short of period of time flee because of threats, this has seriously affected our programmes”*

*“Increased political repression has led to legislations that include Access to Information and Protection of Privacy Act (AIPPA), the Public Order and Security Act (POSA) and the Public Voluntary Organisation Act (PVO). These legislations saw some of the freedoms that include freedom of expression, association, movement and association undermined. This has forced us to scale down our operations because it is putting many lives at risk. This normally happens when it’s time for elections, this time round again we are living in fear because ZANU PF is pushing for elections to be held this year”*

**RFM:** Who funds your projects?

**Respondent:** *“...Our activities are mainly funded by international organisations that include Swedish International Development Agency (SIDA), Nederlands Instituut Voo Zuidejik Africka (NIZA), the Royal Norwegian Embassy, the Canadian Embassy, the Royal Netherlands Embassy and the British Embassy European Union. We also do consultancies which has enabled us to finance some of the projects...”*

**RFM:** What more will you like to achieve?

**Respondent:** *“Many communities want our civic education training programme to be conducted in their respective areas but at the moment we are not copying financially. I would one day want our programme to be offered throughout Zimbabwe because the programme is helping put some checks and balances on some elected officials especially in local governments. Poor local governance in many communities in Zimbabwe is perpetuating the cycle of poverty in many rural areas. Many community members are excluded from the process of governance*



*and in most cases local governments are not directing resources towards poverty alleviation, weak participation and hence local government do not respond to residents needs and there is usually no common agreed policy on how communities can be developed”*

*“I like to use this example because when we went to Gokwe North for the first time, people were living in poverty and they did not know of their basic civil rights and how their local government operated. We conducted many workshops in the area teaching people on the functions of local government and the importance of participation. Now I can safely say that the relationship between council and residents has improved. The relationship culminated in the council construction two satellite schools in Chikango and Maline and boreholes are constantly being serviced by the council (before borehole repair in the ward used to take 6 months). Providing citizens with education helps them to take charge in the development of their communities”*

## **Appendix 12: Study circle session Attended in Shamva**

ACPDT has used study circles in other areas in building human capabilities through knowledge construction and this has helped in the promotion of popular education. In this sense popular education is adult education and it empowers participants to study their situations and find better ways in which they can improve the situations if they are negative. This help communities to study how their community is organised and ways in which they communities' come up with strategies that help in aiding the development of their area.

The researcher attended one study circle in Shamva. The study circle was started by the councillor of ward 4 in Shamva after she had attended ACPDT national workshop on peace building. Study circles activities or adult literacy programmes were non-existent in the area. The main aim of the study circles that were formed was to unite communities so that they will be able to use books that were produced by ACPDT or from any other source. At first during the study circles people discussed the importance of peace in the area and the subject was later expanded to include the benefits of participation of community members in the development process. The councillor of the area told the researcher that some NGOs now want to first use study circles in empowering communities on why peace and participation is important in any given development programme. People who are involved in the study circles were able to tell the researcher after the session how they formed the study circle:

- Study circles are held during the day when everyone is free especially the days that are set aside by the Chief for everyone o rest.
- The group appointed a leader who was going to be in charge with how study materials are going to be stored and the day to day running of the circle.
- Ground rules are set by participants of what is expected from each and every member of the group,
- We all sit in one circle and we are able to see every group member and they is usually no one dictates proceedings as you would normally find in a formal school setting,
- They only allow members who can share ideas during discussions'
- Everyone who is involved in the study circle is responsible for finding knowledge; everyone dedicates his/her own time scanning through reading materials and listening to other members during study circle sessions.
- Study circles give people an opportunity to organise themselves with knowledge they get form group discussions.
- No one from outside dictates the subject or what should be studied in study circles. Peoples interests rule the contents of that people study during study circle sessions.

## **Appendix 13: Summary of Workshop attended: Inter-district women and youth peace building workshop (Bindura, Shamva and Mutoko)**

The researcher attended workshops to familiarise himself with some of the procedures of community publishing. During tea breaks the researcher managed to interview community publishing members from Shamva.

The main theme of the workshop was to deepen participants' skills in constructive relationships and communication, coordination, mediation and negotiation for peace building.

### **Session 1**

32 participants from different institution (e.g. council, youth organisation, community based organisations, security agencies etc) in the above mentioned area participated in the workshop. A prayer opened the workshop and the participant prayed for peace to prevail in Zimbabwe as they will not want happened in 2008 and previous years to be repeated in Zimbabwe. What was going to be covered and procedures used in the workshop were explained during the introduction of phase of the workshop for the benefit some participants who were attending for the first time.

The facilitator of the programme called on participants to organise themselves and select anyone who will chair discussion on various topics that were going to be covered in the workshop. Ground rules were set by the participants to reduce interference of the process by unnecessary noise.

### **Session 2: Centring**

During this phase pictures of different animals and their characteristics were distributed to participants' e.g.

- **The Lion:** A person who gets in a meeting or gathering, fights whenever someone disagrees with his/her plans or interferes with his/her desires.
- **Donkey:** A person, who is very stubborn, will not change his/her point of view.
- **The Rabbit:** A person who runs away as soon as he/she senses tensions, conflict or an unpleasant job. This may mean quickly switching off to a new topic.
- **The Ostrich:** A person who buries his/her head in the sand and refuses to face reality or admit that there is a problem.
- **The Monkey:** A person, who fools around, chatters a lot and prevents the group from concentrating on any serious business.
- **The Elephant:** A person who blocks the way, and stubbornly prevents the group from continuing along the road to their desired goal.
- **The Cat:** A person who is always looking for sympathy.
- **The Peacock:** A person who is always showing off, competing for attention.

- **The Snake:** A person who hides and strikes unexpectedly.
- **The Rhino:** A person who charges around upsetting people.
- **The Owl:** A person who looks solemn and pretends to be very wise, always taking in long words and complicated sentences.
- **The Mouse:** A person that is afraid to speak up on any subject.
- **The Giraffe:** A person who looks down on others and a programme in general. He/she feels that *“I am above all this childish nonsense”*
- **The Tortoise:** A person who withdraws from a group, refusing to give his/her ideas or opinions.
- **The Frog:** A person who crocks on and on about the same subject in a monotonous voice.
- **The Hippopotamus:** A person who sleeps all the time and never puts up his head except to yawn.
- **The Fish:** A person who sits there in there with a cold glassy stare, not responding to anyone or anything.
- **The Chameleon:** A person who changes colour according to the people he/she is with. He/she will say one thing to this group and something else to another.

Participants were asked to identify which characteristic best describes a person they know in their society or workplace without mentioning any names. They were also asked to compare those animals with leaders in their community and how they affect community progress and ways that can be used in trying to talk to them so that they work for the progress of the community. After this session participants gave their inputs to the whole panel on what they had written down e.g. some of the participants saw their leaders as snakes who pretend that they are trying to work for the development of their community and yet they have other motives, some are like elephants they hinder peace because he/she claims that they know everything and everything should be done in the way they like etc.

### Session 3

Participants who volunteered to chair the next topic came to the front and the facilitator took a back seat role. The theme of the topic was ‘**environmental analysis**’ and the task was about how much participants are aware of their current local socio-economic and political environment to come up with strategies that can lead to sustainable peace prevailing in their communities. Groups comprised of people who came from the same district and they were given 45 minutes to brainstorm and note down findings on socio-economic, cultural and political situations in their areas. They were instructed to look at both positive and negative situations. Positive situations always help communities to continue strengthening it and the negative help in constructively correcting the wrong. The two volunteers moved in the groups that were formed to check how groups were progressing with the exercise.

After their findings participants presented their findings the first one was **Mutoko:** Although mining of the black granite rock in the area had provided community members with employment and increased revenue from

royalties/taxes. Community members in Mutoko said that in future they were going to suffer because the mining activities are disregarding their culture because sacred mountains are being destroyed and our ancestors are angry. Mining is also destroying the environment which will in future hamper livelihoods.

Donors have helped to booster agricultural activities in the area and many people were happy that they can now earn a living from this trade. There has also been too much dependency syndrome as community members think that donors should provide for everything. There is also the issue of land ownership; the just ended Fast Track Land Reform has left many community members fighting for land, because of this many people are now engaged in stream bank cultivation and when people get money especially will come back home when they will have finished all the money and this is causing many family problems etc. People who are receiving inputs are selling it and they are not engaging into farming.

**Shamva:** through the indigenisation bill many youth got licences to mine and this has helped in creating employment amongst the youth because they represent the majority of people who are unemployed. The community members from the district complained of high government taxes which is derailing their mining activities. They also complained that many children are dropping out of school to find employment in the mines and this is going to derail human development and they want the government to find measures to keep children in school.

NGOs and government have introduced poultry projects in our area ABDO through its study circles have helped communities with poultry keeping books which they are studying in study circles and they are quite optimistic that they will reap benefits. On the political side since the Global Political Agreement was implemented which resulted in ZANU PF and MDC sharing power peace has prevailed in their communities. ACPDT through its programme of peace building has helped communities to understand why peace is important in our communities. But community members in Shamva complained that sanctions that are imposed on Zimbabwe, violence and corruption are derailing development. In Shamva party politics is also derailing development; one school was burnt down by youth belonging to ZANU PF. The member of parliament of that constitution used the constitutional development fund to repair a school and this did not go down well with members of the ruling party who accused the MP of inviting sanctions and using money that was obtained from the western countries and they burned down the school. People from Shamva wanted a process like this to be extended to other members of the community in the district.

**Bindura:** People from Bindura applauded the land reform programme because it has managed to improve their livelihoods. They also commended the Rural Electrification Authority for electrifying there are as this has helped the area to develop. Now they have schools which offer subjects that include science and they are optimistic that this will go a long way in the development of human resources in Bindura. The reopening of mines that were closed when Zimbabwe was entrenched with economic decline has helped reducing employment in the area. They commended the coming of the two parties for forming a government of national unity which has resulted in some positive developments happening in the area.

On the economic front some community members from the area reported that with little progress that has been made has seen some people wanting to grab some of the assets e.g. Mines and Companies. ZANU PF has put into law the indigenisation bill, the predicament they have as a community is that they do not have the money to buy shares in the companies and mines that are being forced to restructure in accordance with the indigenisation bill. The need for money has resulted in families fighting over resources which has seriously affected family unit. There is also nepotism and corruption in companies and this affecting the development of Bindura. They also complained of pollution and they are no authorities to implement some of the environmental laws and they were afraid that if this keeps on happening some livelihood strategies will be affected.

In terms of cultural, activities of community publishing are helping in community empowerment, we now know our rights but they are no mechanisms that are in place for the safeguarding of those rights. Many communities are now empowering their children despite of their gender. They also commended the process of community publishing for recording some of the cultural practices that had been used by previous generations in conflict resolution. Peace building in Bindura has resulted in people tolerating one another; people are now attending national events which was not the case before because they were labelled as ZANU PF events. But the community members concluded that there is still suspicion in our communities and they wished that everyone should at least go through the process of peace building.

After this session two people who had volunteered to chair the session were thanked by the facilitator and the whole class.

#### **Session 4**

The next session was on **'the role of women and youth in promoting constructive relationships and communication'**

A Handout on **'Systems Theory'** was given to participants and the facilitator explained what is meant by systems theory. The volunteers for this session came in front of the whole panel to introduce the next exercise. The main aim of the task was to show the interrelatedness and interconnectedness of different institution in society from the family to government. They introduced the activities that were outlined for this topic and instructed people to organise themselves into three groups that comprise people from different districts. The task was to look at causes of misunderstanding in their respective areas that may lead to violence and conflict in their societies and they should give examples without mentioning any names or dramatise the situation and the task was allocated 1 hour.

As women and youth they were told to brainstorm on how women and youth can in the given situation contribute to the promotion of constructive relationships and communication that will lead to the dealing of misunderstanding that often lead to conflicts. After the discussions participants were instructed to prepare a presentation on what they had discussed in their groups.

Most of the groups theme during the presentation was a need for decentralised structures of peace building in every ward in the districts because all participants share the same story as there was still tensions within their society because there was never a process of national healing after the violence that happened during the 2008 Presidential runoff which saw many people being displaced and killed by fellow community members. A councillor from Bindura told the whole panels of her experience with Plan International an international INGO were she has ended up using some of the knowledge she has gained from the peace building workshops and used them with fellow community members whenever another NGO is coming to implement a development programme. She said the process of peace building is helping her community; it has empowered them to work together. During peace building processes other members who had wronged his/her neighbour have apologised and some have paid compensation.

The two people who chaired this session were thanked by the whole panel and the facilitator ended up the session by clarifying concepts that were used in the exercise for the benefit of those who didn't understand.

### **Session 5**

In this session the task was to brainstorm in threes what their ideas or understanding are of the words '**mediation**' and '**negotiation**' and they shared it with panel. After they had finished this task they organised themselves into 4 different groups and discuss the experiences where they experienced destructive means of mediation were used. Participants were also instructed to look into situations where constructive means of mediation and negotiation were used.

After the discussion participants presented their findings and both groups role played the situation. The facilitator invited comments from participant on what is the importance of constructive means of mediation and negotiation. The following responses came from participants:

- They helping the promotion of positive attitudes and the preservation of culture.
- Builds society and help us to use our time wisely.
- Encourages people to abide by the law.
- Gives us courage to do things the right way.
- Breeds freedom of expression, this enables good ideas on development issues to emerge.
- It is the foundation of everything that a nation can hope for.

### **Session 6**

This was one of the last sessions, those who volunteered to chair the last session were thanked by the whole panel of participants. The last session was on '**coordination**', participants were asked to go into different groups and brainstorm and share ideas on their understanding of the word coordination. Discuss advantages of coordination in any given process and the negative impacts of lack of coordination.

After the discussions the groups presented their findings and most groups came with common findings that development of communities is essential in areas where communities are able to organise and use their energies and resources for the development of their communities. In areas where activities are not coordinated community development will not take place and these areas are characterised by conflicts.

After this session all participants were thanked for their inputs and they were given copies of books that have produced by ACPDT for further reading. Participants were given evaluation forms and asked to comment on what needs to be improved. Comments made by participants during evaluation were positive. They wished if these workshops had been started a long time ago because they feel that the lack of development in the area is due to lack of peace because party politics is destroying their society as they no longer trust their relatives and neighbours. They say this lack of trust and violence is affecting coordination of development activities. At the end of the workshop every participant was given a candle and the facilitator instructed us to stand in a circle. The facilitator lit her candle and spoke words of encouragement to keep the light of peace building alive when she returned to his/her area and form study circles where they will discuss the importance of peace as a community. The participant lit another participant's candle and spoke words of encouragement. The process went on until all 32 candles had been lit.