



MOZAMBIQUE SERVICE PROJECT

Course No:	HMS187
Course Title:	<i>Mozambique Service Project</i>
Credits:	2
Semester:	Summer 2011
Pre-requisites:	none
Professor:	Betsy Parks
Office Location:	CIS campus Madrid/Spain and Massaca/Mozambique

Catalog Description:

This project is a joint venture between the College for International Studies (CIS) and the two NGOs *Cruzada por los Niños* (Madrid) and *Fundación Mozambique Sur* (Massaca). It is designed for students in all fields who want to explore the structure, importance and mission of NGOs on-location. To provide students with an appropriate context, a five week course will introduce them to Mozambican history, politics, culture, environmental, educational and social issues. This course is complemented by a one-week internship activity in Massaca/Mozambique in which they will share the unique experience of active volunteer work for the NGO *Cruzada por los Niños*. Supporting the Massaca orphanage program will not only help them develop important social and intercultural skills, but it will also profoundly contribute to their personal development as responsible global citizens.

Course Objectives:

At the completion of this course students should be able to:

1. Identify and describe the historical origins and significant issues of Mozambican identity and culture.
2. Understand the mission, social responsibility and service structure of the NGO *Cruzada por los Niños*.
3. Plan and participate in fundraising activities and design educational activities for children targeted in NGO projects.
4. Be aware of their own cultural identity and expand the intercultural communication skills they have developed during the internship.

DETAILED COURSE OUTLINE

SESSION I Organization of the course and activities:

The internship (volunteer service) is divided into two equally significant parts:

(1) *ACADEMIC TRAINING*

(2) *HUMANITARIAN ACTION*

(1) *ACADEMIC TRAINING:*

Part of the academic training takes place on-campus (Madrid) and part on-location (Boane and Namaacha).

On-campus (Madrid): Students attend seminars to broaden their theoretical knowledge about Africa (Mozambique) and at the same time to learn concepts related to volunteer service and the structure and mission of NGOs (*Cruzada por los Niños*).

Objective: provide students with the necessary theoretical and contextual knowledge which will enable them to successfully pass a volunteer service internship in Mozambique.

Topics Covered: Structure and mission of NGOs (*Cruzada por los Niños*, *Fundación Mozambique Sur*), Mozambican history, culture, governance as well as social and environmental issues affecting the country.

Number of meetings: TBD

On-location (Boane and Namaacha): Students attend seminars and field trips with volunteer service experts and activists, offering them an inside view concerning the different aspects and responsibilities volunteer service involves.

Objective: provide students with first-hand knowledge about volunteer service in Africa and enable them to discuss their ideas and impressions.

Topics Covered: Mozambican culture, effective volunteer service, working with children.

Number of Meetings: 2

(2) *HUMANITARIAN ACTION:*

Madrid: Fundraising activity prior to the visit to Africa.

Mozambique: The students visit the villages and the orphanage located in the district of Boane.

Objectives:








1. Participate in activities with the children of the orphanage
2. Investigate the agricultural activities of the orphanage
3. Take part in excursions to villages and schools
4. Interact with people of the villages and conduct interviews
5. Observe local young activists in activities related to AIDS
6. Interview 3 people in Boane/ Casa DO Gaito








Back in Madrid: Fundraising activity to continue support for the NGOs *Cruzada por los Niños* and *Fundación Mozambique Sur*.

Evaluation Methods

Students are evaluated on the basis of CIS regulations. None of the offered activities weighs more than 25% of the final grade. Student participation and attendance are obligatory in order to ensure understanding of the concepts provided in the academic training. Student assessment is based on on-campus tasks (power point presentation), on-location tasks (interviews with locals) and a final essay which integrates the knowledge students gained about Mozambique preparing their presentation and conducting their interview as well as their personal experience during the volunteer service internship.

TOPICAL OUTLINE

	<i>Topics covered</i>
1	<p>ORIENTATION I:  http://www.youtube.com/watch?v=2KhNmtDsQjw (humanitarian volunteer work) Orientation I: overall organization of the course, course assignments and evaluation, topic and reading material distribution (required readings, e.g. <i>Sleepwalking land</i>, <i>Chronicler of the Winds</i>) Group exercise: design questions and conduct interviews, choose presentation topic from list (handout)</p> <p> http://www.maranatha.org/Template_Load.aspx?PageID=222</p> <p>HOMEWORK: Charnley, H. (2007, November). Reflections on the Roles and Performance of International Organizations in Supporting Children Separated from their Families by War. <i>Ethics and Social Welfare</i>, 1(3), 254-268. doi: 10.1080/17496530701602774 Start reading: Mia Couto: “Sleepwalking Land”/Henning Mankell: “Chronicler of the Winds”</p>
2	<p>GUEST SPEAKER I: Maria Diaz de la Cebosa (<i>NGO Cruzada por los Niños</i>) y Manuel de Hoyos (<i>Mozambique Sur</i>) “The structure, mission and significance of NGOs in Mozambique – two practical examples”  viewing of a short self-made documentary (<i>NGO Cruzada por los Niños</i>)</p> <p>Group exercise: Summarize the function of NGOs – main points (handout) and compare both articles (NGOs and Charnley). What are the main problems and trends in fundraising? How should NGOs conduct their work in developing countries (example Charnley=Mozambique)?</p> <p>HOMEWORK: Clayden, J. (2006/2007, December/January). Volunteering in Mozambique. <i>Kai Tiaki Nursing New Zealand</i>, 15. Retrieved from Halle On-Line Library Database.</p>
3	<p>HANDS ON EXPERIENCE REPORT I:  http://www.youtube.com/watch?v=4UmNobe0PNE&feature=channel_page (a time to dance)  http://www.youtube.com/watch?v=5yWFRnYH720 (Mozambique Volunteer – what we’ve learnt)</p> <p>“Volunteering in Mozambique: Experiencing a developing infrastructure” (Betsy and Nacho talk about their experience)</p> <p>Group exercise: What does volunteering mean? What responsibilities (factual/ethical) does it involve? List 5 characteristics. Discuss Clayden’s article on her volunteer work and (volunteer summary in handout)</p>
4	<p>GUEST SPEAKER II: Representative from the Mozambican embassy “The history of Mozambique – its past and present issues”</p> <p>Group exercise: Mozambican history and culture – collecting facts via internet http://mozambiquehistory.net/literature.htm http://www.africanwater.org/</p>
5	<p>HANDS ON EXPERIENCE REPORT II:  http://www.youtube.com/watch?v=KoA0eqITtN8 (Mozambique women and literacy)</p> <p>“The significance of learning and teaching English in primary and secondary schools in Mozambique” (Betsy talks about her experience and shows photos and clips from Mozambique)</p> <p> http://www.youtube.com/watch?v=zB6WkSoIkio (“No place like home” - Mozambican students)</p>

6	GUEST SPEAKER III: One or two experts talk on the issues of WATER FOR AFRICA and AFRICA AND HEALTH (AIDS/MALARIA)  http://www.youtube.com/watch?v=tTcAdXXKadbY&feature=channel (health)  http://www.youtube.com/watch?v=9_9jeRTOUNM (water)  http://www.youtube.com/watch?v=HgXRW9HPVA0&feature=channel (water)
7	MOZAMBICAN LITERATURE AND CULTURE:  http://www.youtube.com/watch?v=_scLrg7WQtY (Bob Dylan: Mozambique) Read the lyrics of the song (see handout) Group exercise: What can you guess about the author? (Mia Couto or Henning Mankell) Students write a profile – then the info is provided (handout) Textual exercise: read excerpts from the book (“Sleepwalking land” or “Chronicler of the Winds”) and discuss facts and symbolism REQUIRED READING: Playing With Fire (Henning Mankell) Creative exercise: students write a short poem or song about Mozambique
8	CINEMA:  Film viewing: “Sleepwalking land” or “Chronicler of the Winds” or “Tears of the Sun”
9	STUDENT PRESENTATIONS: Brief student presentations (15 minutes each) on a topic which students have chosen (reading list)! This presentation has to be oral and on power point (images/maps and short text on power point)
10	ORIENTATION II: Cross-cultural training: cultural sensitivity (description, interpretation, evaluation) on power point, Baffa Baffa game (2 different cultures – observe and describe – then interpret) Mozambican folk tales: Introduction to symbolism and structure. Read a tale on the internet  http://ccs.clarityconnect.com/NRiggs/AfricanFolktales.html (website for African folk tales)  http://www.teachervision.fen.com/folk-tales/resource/3716.html (background info on folk tales)

Reading material:

Charnley, H. (2007, November). Reflections on the Roles and Performance of International Organizations in Supporting Children Separated from their Families by War. *Ethics and Social Welfare*, 1(3), 254-268. doi: 10.1080/17496530701602774

For final Essay - Clayden, J. (2006/2007, December/January). Volunteering in Mozambique. *Kai Tiaki Nursing New Zealand*, 15. Retrieved from Halle On-Line Library Database.

Article of their choice from reading list (see reading list)

Required Reading: Playing With Fire (Henning Mankell)

Websites:

<http://mozambiquehistory.net/literature.htm>
<http://www.africanwater.org/>

HANDOUT 1 (pages 4-8)

HOW TO CONDUCT AN INTERVIEW (ASSIGNMENT IN MOZAMBIQUE)

Source: http://www.ehow.com/how_250_conduct-interview-with.html

Step 1

Prepare a list of questions, making sure you have more than you think you'll need. Consider prioritizing them.

Step 2

Find a quiet place to talk if the interview is face to face.

Step 3

Turn off your phone or ask not to be interrupted for the duration of the interview.

Step 4

Set up a small tape recorder very close to the subject and ask permission to record the conversation.

Step 5

Carefully observe and make notes about the surroundings and anything unusual about the subject's appearance or behavior.

Step 6

Start off with small talk to loosen up the subject; most people aren't accustomed to talking to strangers.

Step 7

Ask direct questions. If the subject starts to go off on a tangent, gently remind him or her of the question at hand.

Step 8

Take diligent notes until the very end.

Step 9

Pay special attention to actions or words spoken on the way out, or after the tape recorder has been turned off. The best information and quotes often come after the interview has formally ended.

Step 10

Always speak with another person who may have a different opinion about the topic.

How to Open an Interview

Source: <http://www.wikihow.com/Open-an-Interview>

Opening an interview is the most important part of the interview. It sets the tone for the rest of the interview. If one knows how to properly open an interview, the interview is much more likely to be successful.

Steps

1. Establish rapport. Rapport is a relationship based upon mutual trust. Rapport is important to consider when establishing and maintaining a relationship between interviewer and interviewee. Oftentimes, the first few minutes of the interview are the most important. Establishing rapport can enhance the outcome of the interview. If an honest, sincere and persuasive attitude is not used by the interviewer, then the interviewee may not share their real opinions on the matter at hand.
2. Orient the interviewee. Explain the purpose, length and nature of the interview and why you selected the person to be interviewed. This is useful for establishing rapport and also gives the interviewee a sense of belonging.
3. State the purpose of the interview. By stating the purpose of the interview, the interviewee can have a better understanding of why you chose them.
4. Summarize the reason for the interview, but don't go into body. The interviewer should avoid getting into the body of the interview so that the interviewee is not overwhelmed. By summarizing the reason for the interview, the interviewee has time to gather his or her thoughts.
5. Explain how the topic of the interview was discovered and by whom it was discovered. This enables the interviewee to understand how you came to interviewing them. It also helps them understand where you are coming from.
6. Refer to how you came upon choosing the interviewee. By doing so, the interviewer can understand why they are qualified for the interview. Thus, giving them a sense of belonging.
7. Refer to your organization and position to give oneself an identity to the interviewee.
8. Request a specific amount of time.
9. Always knock when entering the room for the interview.
10. Dress properly for the situation. If you do not dress properly, you may look out of place or unprofessional.

Tips

- Prepare an outline that accomplishes these goals.
- Ask others if they believe your dress attire is appropriate for the type of interview.

EXAMPLE INTERVIEWS

Q: Could you give us a short background on Eco Africa Experience:

A: Eco Africa Experience has been operating for just over 2 years. Eco Africa Experience was set up after several private game reserves in South Africa saw the need to out source to international volunteers to help with their conservation initiatives. With the need and demand ever growing Eco Africa Experience is now a global company working under the name Worldwide Experience. Worldwide Experience strives to conserve what man is fast destroying – our very own environment. We offer gap year placements across the globe, all of our placements have similar conservation objectives and aims to ours. We support their initiatives through the recruitment of volunteers from around the world to work on diverse conservation, activity and community projects..

Q: What are some volunteer opportunities you offer? Do you have any volunteer opportunities you are particularly proud of?

A: Worldwide Experience mainly offers conservation programs in South Africa. All our gap year placement programmes have been formulated with the assistance of the worldwide Experience team, to give volunteers the best possible experience in the country and placement you choose. Conservation projects on the selected reserves in South Africa are run by specialists in their field and who are specifically trained to impart their skills and experience.

Q: What kind of daily life should prospective volunteers expect?

A: As part of volunteers funding, worldwide experience organizes all their travel arrangements and accommodation. From the word go Worldwide Experience is there to make each and every volunteer have the most amazing and well organized placement. All volunteers travel in groups of between 6 and 12 and all are met at London Heathrow for the introductions and last minute prep talk before the big off. Then upon arrival all volunteers are met and transferred from the airport to their chosen placement; where all their needs are catered for, from 3 meals a day to laundry service 3 times a week (Certain placements). Accommodation is normally on a twin-shared basis with en-suite shower rooms. The only thing not included is drinks and insurance.

The working week is generally between Monday and Friday and evenings and weekends are for volunteers own expense. Weekends to Cape Town are not uncommon and bungee jumping, shark cage diving and many more activities can be arranged for the more adventurous.

Q: What is the most important piece of advice you can offer future volunteers?

A: Many volunteers see the task of raising funds for their placements a very daunting prospect. My advice to any one considering one of our experiences is to set their mind to it and work hard toward their fundraising because in the long run it will pay off.

Q: What is the biggest challenge while volunteering abroad?

A: Our volunteers face many challenges whilst volunteering with us abroad. One of the biggest challenges for many young travelers is getting accustomed to their a new way of life. For many people it is the first time away from home and to get over that first mile stone is a huge challenge for many people.

Q: How does volunteering abroad fit into the bigger picture of aid and development?

A: Traveling over seas has become a very popular thing to do over recent years with many people taking time outside of their usual 2 week holiday and actually spending some quality time experiencing different lands and cultures. With this growth of the traveling has now come the conservation and community placement, offering young and travelers the chance to experience different cultures but actually help make a difference and put something back. Our placements are constantly ongoing so the conservation and community work that takes place has an effect over a long period of time.

Interview with Krishna Paudel Director of Global Crossroad

(Source: http://www.cvtips.com/global_volunteering_jobs.html)

1. Does volunteering in Africa rather than in other continents enable one to learn new particular skills?

Yes, though there are many developing countries in the world, Africa offers the most insights into real issues faced by developing countries in regards to poverty, malnutrition, HIV/AIDS, environmental degradation as well as other issues affecting the global community in its entirety. As a result, volunteering in Africa helps individuals better understand these real challenges while simultaneously gaining experience and skills which cannot always be discovered in the more developed countries in Asia or Europe.

2. Do any of your volunteers go on to a full time career with the UN or other corporations operating in Africa?

Yes, each year, Global Crossroad receives hundreds of volunteers/interns wanting to go to Africa. The majority of volunteers and interns traveling to Africa (as well as our other destinations) are students studying international development, sociology, anthropology and other issues related to cross-cultural learning. Our volunteers join these programs to not only experience issues facing these developing nations, but to also ready themselves for a future in international relations/development. With the experience gained working as an international volunteer or intern in this most impoverished region of the world, these globally-aware individuals begin their careers as full time employees working with a number of international agencies.

3. What are the main working experiences people are exposed to during their time in Africa?

This depends on the particular projects chosen by the volunteer or intern. The majority of projects in Africa consist of assisting already-established and in-need projects such as orphanages (usually housing children who have been orphaned due to poverty or parents dying from AIDS), resource-poor schools, environmental/wildlife/conservation programs, local NGOs, and other grassroots organizations. As a result, these international volunteers and interns gain invaluable, authentic, hands-on experience in areas such as children's rights/issues, teaching (ESL), international development, cross cultural learning while achieving an overall understanding of life in another corner of the world.

4. Tell me what the typical experience is like for a volunteer on their way to Africa from start to arrival. What paperwork, visas, and medical care is necessary prior to beginning the volunteer experience?

Prior to arriving in Africa, the prospective volunteer first chooses their destination where they would like to volunteer followed deciding on the particular project they would like to contribute to. Volunteers choose to work in orphanages, rural schools (where they teach English as well as various other subjects), HIV/AIDS campaigns, and/or conservation/wildlife projects. After selecting their project and having any project-related questions answered by our coordinators, volunteers then submit their application to our offices.

The completed application is then immediately forwarded to our In-Country Coordinators who then carefully read over the application and select the project which best matches the individual's interests, education and skills. Additionally, our In-Country Coordinators then finalize details for each volunteer, such as living accommodations, meals and supervisors. Once placement details are completed, they are then sent to our US offices for final approval before being sent over to the volunteer along with a letter of acceptance.

At this point, we recommend that volunteers begin receiving the required vaccinations, doing some additional research on the location/culture and contacting our offices for any additional questions they may have. Volunteers who do not have a passport are urgently recommended to acquire one before applying or at least ensure that they will be in possession of one prior to departure. Depending on which country the volunteer is from, some countries allow visitors to receive their visa upon arrival (in the airport). In some cases, volunteers are required to submit their passport to the nearest embassy where their passports are stamped with the appropriate visa. Before departure, volunteers are required to submit their detailed travel itinerary to our offices to ensure that they are met at the airport by our in-country staff members. Upon arrival in their chosen country, volunteers are received and transferred to their accommodations. Usually, the following day consists of orientation and introduction to their projects where volunteers receive additional, detailed information about their projects and duties.

5. Do you see a difference in the approach European, American and Asian volunteers take to your volunteering? What can they learn from each other during the volunteering process that can make it more worthwhile?

There are not many differences among American, European and Asian volunteers' approaches to volunteering, as the majority of these individuals are looking to lend a helping hand to the global community while gaining some hands-on experience and existing within another culture. However, there does exist a personal, philosophical difference in each volunteer's approach to volunteering abroad. While most volunteers are more than happy to be able to serve humanity, occasionally (albeit rarely), some volunteers do become frustrated when they are unable to comprehend or observe a "see-able" aspect of the difference they are making. From our experiences, over 95% of our volunteers are self-motivated, proactive, humanitarian travelers.

6. What careers (in the business world) in your opinion benefit most from the cross cultural Africa volunteering experience?

Currently, the world of business is becoming more and more diversified – reaching into an ever-increasingly global market. New approaches to globalization such as outsourcing and international expansions are becoming more and more of a normal practice. Volunteering in Africa provides a deeper understanding of aspects such as microeconomics, community development, civil rights, project management, financing and even self-sustainability all very important factors which anyone applying for a high-level position anywhere would benefit from being knowledgeable about. We believe that volunteers exposed to the conditions, culture, work ethics and infrastructure found in any developing country would serve as a special asset to any international organization/company.

7. Is there any African country that is easy to volunteer in than another? Is there any country where you suggest people should start off in their volunteering career?

For volunteers who are passionate about serving the impoverished people of Africa while being immersed in a fascinating culture which is especially warm and receptive to travelers, we suggest Tanzania. In addition to its people, Tanzania has a number of exciting things to offer volunteers in the form of some of the world's most diversified wildlife, land formations and truly altruistic projects.

8. Are there any of your programs or other volunteering programs you know about that will help students in earning credits towards their university report?

In collaboration with Seattle Community College, we offer college credit for a large number of our international volunteer experiences.

Websites to watch:

http://www.maranatha.org/Template_Load.aspx?PageID=222 (religious)

<http://www.volunteer.org.nz/media/video/kenya.php>

<http://www.youtube.com/watch?v=WV4HcBpAn8A>

<http://www.youtube.com/watch?v=85N-0zuiWfE> (religious)

<http://www.youtube.com/watch?v=yyokcGD9U9E&feature=related> (Gaza)

<http://www.youtube.com/watch?v=9g74j4HMMSg> (Gaza)

Exercise: Let students read the sample interviews and watch the clips. Let them do an interview together, taking notes and drafting the interview (to practice).

HANDOUT 2 (pages 9-13)

Mission of NGOs

DEFINITION OF NGOs (source: <http://www.ngo.org/ngoinfo/define.html>)

A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differs depending on their goals, their venue and the mandate of a particular institution.

Corporatization of the Nonprofit Sector and NGOs: Trends and Issues

By Dr. Derick W. Brinkerhoff (source: <http://www.aicgs.org/adaview.aspx?pageid=1549>)

In the nonprofit sector and among nongovernmental organizations, questions of financing raise thorny issues. The very designation of the sector as nonprofit implies an orientation that places financing in a position subordinate to other objectives, often under the broad rubric of the pursuit of social missions and the production of public goods. Yet NGOs cannot function without funding, so while financing may be downplayed it cannot be ignored. The difficulty appears when the demands imposed by the search for funds lead to changes in how NGOs operate that may constrain their ability to pursue their social objectives. The tensions and trade-offs that arise regarding NGO financing are intimately connected to issues of accountability, legitimacy, effectiveness, scale, impact, and sustainability.

Among the trends that have been remarked upon is what is termed the corporatization of NGOs. This is defined in a variety of ways, usually containing one or more of the following elements: the adoption of management practices from the private sector; the professionalization of procedures and staffing; a "bottom-line" culture that stresses efficiency, effectiveness, and results; and strong responsiveness and accountability to funders. Few would argue that the trend toward corporatization is either: a) not happening, or b) diminishing. The arguments tend to be over whether the trend is perceived as a good or a bad thing. This short paper looks at some of the factors related to financing that are driving corporatization in the nonprofit sector and at how NGOs are responding to those drivers. It also considers several of the issues that are sources of concern regarding the impact of corporatization on NGOs' ability to fulfill their social purposes.

The Diversity of the Nonprofit Sector and NGOs

The first point to make, which affects any analysis and discussion of the nonprofit sector, is the need to recognize its diversity. It is important to be aware that when we talk about NGOs we are aggregating across a widely varying and complex organizational universe. Frumkin (2002), for example, cites four categories of functions that NGOs fulfill to differentiate among them:

1. Service delivery: NGOs provide needed social services in response to government and market failures.
2. Civic engagement and political advocacy: NGOs mobilize citizens for collective action, advocate for causes, and build social capital in communities.
3. Social entrepreneurship: NGOs furnish an organizational vehicle for entrepreneurship that combines social and commercial goals.
4. Values and faith: NGOs enable staff, volunteers, and donors to express and enact their values, commitments, and faith.

Depending upon which of these functions is the core purpose of a particular NGO (although NGOs can fulfill more than one), the funding issues are different. The largest category of NGOs by far, in terms of numbers and dollars, is service provider. For these NGOs, corporatization issues relating to efficient and effective performance are paramount. For advocacy NGOs, questions of who they represent and speak for, and whether there is a contradiction between taking money from certain funders and their ability to maintain independence and to represent marginalized groups or unpopular positions become central.

Trends Affecting NGO Financing

Listed below are several trends that affect the amounts, sources, and expectations associated with financing of NGOs. All of these are drivers of corporatization.

1. Ongoing use of nonprofits as service deliverers. Among the perceived advantages of NGOs is that they are low cost, efficient, and effective. In the developing world, this trend is connected to weak capacity of the state relative to needs. Particularly in very poor countries, the availability of services in remote areas where government outreach is limited is often dependent on NGOs funded by international donors. In the United States, this trend relates to a combination of extensive contracting out and offloading of public welfare functions to the nonprofit sector. International donor policy that favors NGOs as service deliverers in response to state capacity deficits has sometimes created a vicious cycle that keeps government service provision weak and under-resourced (Hulme and Edwards 1997). This issue arises particularly acutely in post-conflict reconstruction and humanitarian emergencies.
2. Continuing focus of funders on short-term results and specific targets. This trend means that NGO funding is available for specific projects to achieve planned results, but not for long-term operations, organizational support, renewal, and growth. This trend reflects the principles of results-based management that have been a cornerstone of public sector reform worldwide. It applies to public agencies, international donors, foundations, the private sector, and many individual donors as well. All are concerned with the clear demonstration of "value for money."
3. Increased emphasis on sound business practices and financial accountability. In the U.S., in the wake of several highly publicized cases of NGO malfeasance (e.g., the United Way's president William Aramony scandal of 1992 and more recently the Nature Conservancy) NGOs are under more pressure to implement strong financial controls and oversight, and to be accountable. Many NGO executives fully expect that the U.S. government's Sarbanes-Oxley regulations will soon be mandated for the nonprofit sector, and in some cases they are already instituting compliance measures. In the international development arena, donors use international NGOs as grant-making intermediaries to local civil society groups, and hold them accountable for financial oversight.
4. Dominant role of the private sector as current and potential source of funds for NGOs relative to public funds channeled through Official Development Assistance (ODA). In the U.S., for example, in 2003, private contributions constituted 70 percent of total revenue for NGOs active in international affairs and development, and private philanthropic resources were three and a half times larger than U.S. ODA (Kerlin and Thanasombat 2006). Globally, in

2006 ODA stood at \$103.9 billion, while net private capital flows totaled \$647 billion. Large international NGOs have traditionally received a significant amount of their funding from public donor agencies, yet the private sector worldwide is emerging as an important potential complementary source of funds for NGOs both large and small. The private sector is increasingly viewed by NGOs as a necessary partner in reaching beneficiaries.

5. Increased attention to corporate social responsibility (CSR), which is emerging strongly in the areas of manufacturing and labor rights, extractive industries, and green markets. This trend means that the private sector around the world has an interest in working with NGOs to help them to be good corporate citizens. CSR often leads to formal corporate-NGO partnerships. Besides development projects, multinational firms are also becoming involved in humanitarian relief, often in cooperation with NGOs.
6. "Hands-on" philanthropy (both by new activist foundations and by individuals). With the rise of the Gates Foundation and other philanthropies where the founders play a very active role in giving grants, NGOs are facing funders who are not content simply to disburse funds, but seek substantive involvement with grant recipients. Fowler (1997) uses the metaphor of hot versus cold money to illustrate: hot money is warmed by the passions and interests of those who provide it; cold money is cooled through the bureaucratic procedures of public agencies that dispense contracts and grants. An example of how hot money can affect an NGO is the case of the American Red Cross, where in the wake of the 9/11 attacks, individuals donated in record numbers with the expectation that their contributions would benefit the victims of 9/11. The ARC suffered a donor backlash when it was made public that the organization had used some of the funds for other purposes because it could not program them all for 9/11 relief. A similar situation arose for some NGOs in the wake of the huge response to the Asian tsunami disaster in 2004, where the organizations had difficulties absorbing all the funds provided for relief efforts.
7. More NGOs chasing available dollars. Both domestically and for international development, government policies to channel resources through NGOs led to a large increase in their numbers. As policies and funding priorities have shifted, competition has increased, and some NGOs have been left scrambling for funds or have had to close their doors. In many areas of nonprofit intervention, the field is oligopolistic; it is filled with several large actors that tend to dominate, with assorted smaller ones that struggle to attract the "crumbs." In international relief and development, for example, the Urban Institute notes that as of 2003 there are 4,127 NGOs in this arena, and large NGOs captured 52 percent of government grants allocated (Kerlin and Thanasombat 2006).

NGO Responses to the Trends

NGOs have responded to the trends briefly summarized above in a variety of ways. The following list enumerates the major ones. All of these responses have been accompanied by increased professionalization and application of private business practices. Most NGOs pursue a mix of several of these strategies:

1. Resource diversification to reduce dependency. NGOs have sought to diversify their funding sources using a portfolio approach to reduce dependency on any single funder. Depending upon which area of intervention the NGO specializes in, this strategy is more or less feasible. In the international development arena, for example, many of the large U.S.-based NGOs are heavily dependent upon USAID grants and contracts for the majority of their support.
2. Commercial ventures and self-financing. This strategy seeks to establish a resource flow from some sort of commercial enterprise that can serve as a reliable source of complementary funding to grants and contracts from public agencies or to private donations. NGOs can sell products, charge fees for services, license their name or "brand," or manage investments. One example is an Indian child welfare NGO that generates a significant portion of its

operating funds from sales of greeting cards, children's toys, and office paper products in both India and the U.S. (see www.cry.org).

3. Advocacy and lobbying campaigns. As noted above, one function NGOs fulfill is as organizing vehicles for citizen advocacy; however, as a funding strategy NGOs use advocacy and lobbying campaigns to target funders, and/or politicians who have influence over funders, to demonstrate the reasons why they and the causes they represent and/or the services they provide are valuable and worthy of support. Innovative NGOs are moving toward demonstration of their value and "branding" as opposed to seeking to mobilize resources from campaigns designed to tap into public outrage, anger, and guilt.
4. Competitive marketing. This strategy applies the sophisticated marketing techniques used to sell consumer products and services to NGOs. It can include mass mailings, radio spots, television commercials, websites and email outreach, and/or the use of celebrity spokespersons. However, NGOs are under pressure to limit their spending on fundraising, and a number of watchdog groups have arisen to report on nonprofits' spending on administration and fundraising relative to programs.
5. Partnerships. Particularly with the increased attention to CSR, NGOs have partnered with private firms, often multinationals, to help them pursue social agendas and to leverage the impacts of the NGOs' missions by adding new resources. Some NGOs have been wary of the danger of being used by multinationals to burnish their CSR image, but others have embraced these new opportunities to obtain new resources. Success with this strategy depends upon NGOs' ability to think like a private firm and work toward market-oriented solutions to development problems in collaboration with private-sector partners.
6. Niche filling. This strategy has been employed by NGOs that consciously decide to develop expertise and a reputation for a particular mission or service and to become dominant in that niche. For example, the U.S. NGO Pact has specialized in capacity-building and is well recognized by donors and other international actors for its experience and expertise.

Conclusions

Can NGOs pursue their social mission and at the same time become more business-like? The short answer to this question is that they have to if they want to continue to attract and receive funding, and to be perceived as trustworthy and legitimate. The trends outlined above drive the nonprofit sector to corporatize or "die." The drive for corporatization stresses the business efficiency model as paramount for the nonprofit sector. This can promote NGO risk aversion. If donors are mainly concerned with NGO efficiency (biggest bang for buck), then what about the inherent inefficiencies in tackling difficult social problems and serving the neediest? A key disconnect with the NGO business efficiency metric is that those who pay for what NGOs do are not the users of the services, so the market discipline orients NGOs to funders, not to beneficiaries. They do not receive direct signals from service users.

The larger issue is whether the sector can retain its ability to do what NGOs do best while moving toward greater corporatization. The concern is that NGOs will lose their capacity to respond to the needs created by both market and government failures that constitute their rationale for existing (see Frumkin 2002). While increased transparency and accountability for the use of resources are desirable correctives to abuse and fraud - which the nonprofit sector is far from immune from - if the demands of funders become too dominant, NGOs risk compromising their programs in order to remain in the good graces of their donors. This is a hazard especially for NGOs that serve the needs of, and advocate for, minority and marginalized groups.

The distinctive competence of NGOs is at risk in the eyes of some observers when they lose the capacity for independent action and, as the subtitle of Hulme and Edwards' (1997) book

states, in relation to their funders they become "too close for comfort." Wallace et al. (2007) make the point that the power dimension inherent in the donor agency-NGO funding relationship is an under-recognized threat to the nonprofit sector. The answer has been further complicated by what is called sector blurring (Brinkerhoff and Brinkerhoff 2002): private firms acting like NGOs as they pursue CSR, government agencies acting like businesses in response to reforms designed to emphasize efficiency and results, and NGOs acting like both governments (providers of contracted-out public goods) and firms (self-financing to support their activities). Sector blurring erodes the distinction between NGOs and other types of organizations, and by doing so, expands the universe of actors with which NGOs must compete to attract funding and forces them to justify themselves according to the metrics of all three sectors: nonprofit, government, and private.

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Derick Brinkerhoff, EdD, Senior Fellow in international public management, appointed September 2003, has more than 25 years of experience with public management issues in developing and transitioning countries, focusing on policy analysis, program implementation and evaluation, participation, institutional development, democratic governance issues, and management change efforts in the public and nonprofit sectors. He has received multiple awards and honors for his published research in social science and policy studies and for his contributions to the theory and practice of international development and comparative public administration. Dr. Brinkerhoff has written/edited 8 books, 36 refereed articles, 27 book chapters, and numerous conference papers. He holds a faculty associate appointment at The George Washington University School of Public Policy and Public Administration.

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SESSION on Volunteering in Mozambique

Betsy and Nacho talk about their experiences and answer the following questions:

- (1) Why did they work as a volunteer?
- (2) How long have they been working as a volunteer?
- (3) What was the most difficult thing?
- (4) Why was this work worthwhile?
- (5) What is the most important thing they have learnt?
- (6) Why do they continue to volunteer?

Since students have to write an article about their experience as a volunteer during the Mozambique project, they will read the following sample article:

For final Essay - Clayden, J. (2006/2007, December/January). Volunteering in Mozambique. *Kai Tiaki Nursing New Zealand*, 15. Retrieved from Halle On-Line Library Database.

Exercise: Students will summarize the article and the experience of the author (a nurse).

Why volunteer? (Source: <http://www.spainexchange.com/volunteer/>)

The answer is simple. Volunteering abroad gives you the opportunity to help people and get to know another country at the same time. What's more, you get to see life in different places up close by working abroad. When you volunteer to work abroad with disadvantaged communities in far flung places, you are opening yourself up to a new world. Being a volunteer is a uniquely enriching experience and there's no telling what you will find around the next bend.

Volunteering Abroad: Things to Consider

When you decide to volunteer abroad, you need to look at two aspects: what issue or cause you want to volunteer your services for and where in the world you would like to work. Choose a cause that you're interested in working abroad for, ideally something you're passionate about. Think about what unique skills you could bring to the volunteer work.

When looking at volunteer opportunities abroad, make sure that you pick a place to which you will be able to adjust. Remember that volunteering is a commitment - people are going to depend on you - so it's important to choose a place where you will be able to work for a few months without a problem.

Being a Volunteer: What it Takes

Do you have what it takes to be a highly effective volunteer? There are some traits that people volunteering abroad tend to have in common despite disparate approaches to volunteer work. Effective volunteers are patient and flexible. They are also caring, dependable people. Volunteering abroad requires humility and understanding of another culture. Volunteers often have to face situations and conditions that they are not used to back home. They have to adapt quickly and adjust gracefully.

How Volunteering Abroad Affects You

Helping someone usually makes people feel good. Volunteer work can be extremely satisfying and fulfilling. It also gives you important problem-solving, planning, management and organizational skills

that are useful for your later career. Many companies like to look at what kind of volunteer work experience potential employees have because it's a sign of a well-rounded personality.

Some hard facts on volunteering (source: Wilson. J. Endicott on-line library)

Definition of volunteering:

Volunteering means any activity in which time is given freely to benefit another person, group, or organization. (...) Volunteerism is typically proactive rather than reactive and entails some commitment of time and effort.

Volunteering versus activism:

Social activists are oriented to social change while volunteers focus more on the amelioration of individual problems. (...) The volunteers want to care about people, not about politics.

Theories of volunteering:

According to some theorists, the willingness or unwillingness to volunteer depends on the following social and demographic aspects:

1. Education (awareness of problems, more empathy, self-confidence)
2. Work (time constraints – part timers volunteer more often)
3. Income (mixed results whether high income or low income promote volunteering)
4. Social networks (networks, multiple memberships – let volunteering increase)
5. Family relations (married people are more likely to volunteer)
6. Age (more volunteer work during adolescence =school related activities, and middle age=peak of volunteering)
7. Gender (USA: female volunteer more than males, types of volunteer jobs are different)

Consequences:

Surveys show that most people believe that helping others is good for the donor as well as the recipient.

1. Citizenship: volunteers tend to be more politically active than non-volunteers. They have the opportunity to develop “civic skills” (organize a meeting, foster general trust).
2. Antisocial behavior: volunteering helps “keep kids out of trouble”.
3. Physical Health: volunteering produces beneficial health effects associated with more social ties. Volunteers enjoy better physical health in old age.
4. Mental Health: volunteering is a way for people to become integrated into their community – social integration yields positive mental health effects. It can also convince people they can make a difference in the world and this feeling is known to buffer people from depression. Volunteering boosts self-esteem and self-confidence and increases overall life-satisfaction.
5. Socioeconomic Achievement: volunteers make new contacts that might help them in business or career. Undergraduates who volunteer are more likely to earn postgraduate degrees.

SESSION on Betsy Parks' experience and documentary

Lady Betsy Parks will talk about “The significance of learning and teaching English in primary and secondary schools in Mozambique”

She will answer the following questions:

- (1) What were her tasks and responsibilities?
- (2) What was her target group (=students)?
- (3) How are primary and secondary schools structured in Mozambique?
- (4) Why is it important to learn, speak and teach English in Mozambique?
- (5) What was her experience with teaching English to Mozambican groups?
- (6) In what ways does this task differ to her teaching in Spain?

Lady Betsy Parks will show the documentary: “No place like home” - a short film by Mozambican students in the computer lab.

Exercise: The students will summarize the main points of the docu.

IT exercise: In order to better understand Mozambican history and culture the students will collect facts and figures using the following websites:

<http://mozambiquehistory.net/literature.htm>

<http://www.africanwater.org/>

Students will prepare to briefly present some facts (civil war, folklore) for the next session....

SESSION on Literature and culture

Exercise: Students read 2 different excerpts from the book. One is a rather factual one (what is happening to the old man and the boy) the other excerpt is out of the diary which the boy is reading and contains symbolism which is typical to Mozambican folklore.

Students briefly present their material of Mozambican history and culture and try to read it into or out of the excerpt.

Professor's summarize the main plot of the story of the old man and the boy!

Students try to list the symbolism used in the second excerpt – also trying to interpret it. Why is it easy or difficult to interpret? They realize that it is difficult to understand without knowing Mozambican culture and traditions (and history).

Creative exercise: Students make up their own symbolism using their culture!

Exercise on the author: Judging from the text they have read, students try to guess who the author is? What is his culture, tradition and race? How is this reflected in the book? After discussing their answers in class professors distribute an info sheet on the author – checking together with students which answers were right or only speculative.

We try to answer the question (discussion) whether culture is always part of writing? Can we write without communicating our culture?

HANDOUT

BOB DYLAN'S SONG "MOZAMBIQUE"

🎵 http://www.youtube.com/watch?v=_scLrg7WQtY

I like to spend some time in Mozambique
The sunny sky is aqua blue
And all the couples dancing cheek to cheek
It's very nice to stay a week or two
And fall in love just me and you. There's a lot of pretty girls in Mozambique
And plenty time for good romance
And everybody likes to stop and speak
To give the special one you seek a chance
Or maybe say hello with just a glance.

Lying next to her by the ocean
Reaching out and touching her hand
Whispering your secret emotion
Magic in a magical land.

And when it's time for leaving Mozambique
To say goodbye to sand and sea
You turn around to take a final peek
And you see why it's so unique to be
Among the lovely people living free
Upon the beach of sunny Mozambique.

INFORMATION ABOUT THE MUSICIAN

http://en.wikipedia.org/wiki/Bob_Dylan



Bob Dylan (born **Robert Allen Zimmerman** on May 24, 1941) is an American singer-songwriter, author, poet and painter who has been a major figure in popular music for five decades. Much of Dylan's most celebrated work dates from the 1960s, when he became an informal chronicler and a reluctant figurehead of American unrest. A number of his songs, such as "Blowin' in the Wind" and "The Times They Are a-Changin'", became anthems of both the civil rights movements^[2] and of the opposition to the Vietnam War.^[3]

After a lifetime of writing, recording, and performing, Dylan's latest record—his 33rd studio album—*Together Through Life* was released on April 28, 2009.^{[4][5]} The album reached the number one spot on both the *Billboard* 200 chart of top selling albums,^[6] and the UK album charts^[7] in its first week of release. Dylan's early lyrics incorporated political, social, philosophical, and literary influences, defying existing pop music conventions and appealing widely to the counterculture. While expanding and personalizing musical styles, he has explored many traditions of American song, from folk, blues and country to gospel, rock and roll and rockabilly to English, Scottish and Irish folk music, and even jazz and swing.^[8]

HANDOUT

INFORMATION ABOUT THE AUTHOR



Significance and personal data: Mia Couto is certainly Mozambique's most recognised and celebrated contemporary author. He was born António Emílio Leite Couto in Beira, Mozambique's second largest city, in 1955 to settler parents originally from northern Portugal.

Education and personal development: According to Couto, it was here that his love of Africa and its stories began. In 1971, he enrolled at Lourenço Marques University, in what is today Maputo, to study medicine. His studies were, however, overshadowed by his militant support of Frente de Libertação de Moçambique (Liberation Front of Mozambique, or Frelimo) and its armed struggle against Portuguese colonial rule. This support was called upon when, in 1974, Frelimo asked Couto to abandon his studies and work towards the propagation of their message of national liberation. Following Mozambican independence in 1975, Mia Couto work as a journalist for numerous publications and, in 1977, took up the directorship of the Agência de Informação Nacional (National Information Agency). He then went back to the world of newspapers until finally, 12 years after leaving to serve Frelimo, returning to his studies. In 1989, Couto graduated from Eduardo Mondlane University with a degree in ecology and then remained at the university as a lecturer in ecology.

Occupation and reputation: While he continues to work in the field of ecology, it is for his literary writing that he has become famous. Mia Couto has won numerous literary awards, of which two stand out. In 2002, his first novel, *Terra Sonâmbula* (1992), was voted among the top twelve best African books of the twentieth century by an international panel at the Zimbabwe International Book Fair and in 2007 he became the first African recipient of the Latin Union Award for Romantic Literature.

Literary career: Couto's literary career started with the publication of a collection of his poetry called *Raiz de Orvalho* in 1983. It was, however, only with the publication of his first collection of short stories entitled *Vozes anoitecidas*, published in English as *Voices Made Night*, in 1986, that the scope of Couto's ability became evident. Importantly, it was in this collection that readers first came into contact with two aspects of Couto's work that would remain central to his writing throughout his career. The first of these is his extended use of the fantastic and the second is his infusion of standard Portuguese with neologisms and local terminology. As much as these features have come to be central to the understanding of his work, it is the development of the themes of war, poverty and inhumanity that have come to dominate Couto's writings. Central to the development of these themes is his extended discussions on the nature of the Mozambican nation-state.

HANDOUT

BOOK SUMMARY "SLEEPWALKING LAND" (CRITIQUE)

(source: http://www.opendemocracy.net/arts/sleepwalking_3568.jsp)

Recommended by Nabeelah Shabbir: Written by Mia Couto, a white author living in his native Mozambique, "Sleepwalking Land" was first published in Portuguese as "Terra Sonambula". Couto's first novel draws on memories of his war-torn country, delivering a story sensitive to the truth of its destructive past. The opening passages depict a young boy and an old man who emerge from a bloody background to follow the dull colour of a soulless, never-ending road. They are fleeing the terror of civil war – "their destination is the other side of nowhere, their arrival a non-departure, awaiting what lies ahead."

What lies ahead for the reader is a complex novel structured around two stories. The couple's escape set in war-ravaged real time is intertwined with a secondary plot, a story-within-a-story. This unravels as the young hero Muidiga reads through the journals of Kindzu, a dead man whose symbolic remains lie in a burnt-out bus. Muidiga is later described as the alias of Kindzu whose journey he closely follows. The protagonists keep out the "darkness in their heads" by reading about Kindzu's pursuit of a noble cause, as he seeks to become a "naparama", and complete the dream of ending a terrible war.

Both the narrative structure and tone of the book recall the Latin American magic realist genre – Muidiga's youngest brother rapidly transforms into a cockerel, whilst a river runs dry the day after a patriarchal funeral has taken place on the water. It's all very fantastical and Couto has brewed the magic of his novel by preserving it in one of Latin America's original languages – Portuguese. The Garcia Marquez motifs are very familiar but they have been displaced to Mozambique and adapted to the onset of war.

Throughout the book there is a tone of the grotesque surrounding the disintegration experienced after the civil war and the subsequent loss of identity with a homeland. Muidiga could no longer walk, read, write or remember his name before the beginning of the story. In short he "no longer had a country – his snot oozed from his whole head rather than his nose". This reminded me of Rushdie's Saleem Sinai, whose alter-ego "Snotface" was so-taunted after his displacement to Pakistan from warring India.

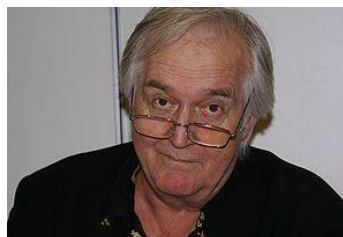
Couto's novel is unique, and has received international acclaim – the Zimbabwe Book Fair jury voted it one of the twelve best African books of the 20th century. Fourteen years after it was first published however, it has remained obscure and under-marketed. Nevertheless, the book remains a triumph, etching a story in the mind which is difficult to forget.

Much has been made of Mia Couto's presentation of contemporary Mozambique and it is perhaps here that an irony central to his work becomes starkly apparent.

HANDOUT

INFORMATION ABOUT THE AUTHOR

<http://www.henningmankell.com/Author/Biography>



Personal data: Henning Mankell was born in Stockholm on the 3rd of February 1948. When Henning was barely two years old his father, Ivar Mankell, was offered to serve as a court judge in a small town in the north of Sweden called Sveg, where Henning spent his childhood. In many ways Sveg was a wonderful place to grow up in and today Henning Mankell looks back on the dark winter days as among the happiest of his life.

Education and personal development: When Henning Mankell was thirteen his family moved to Borås, a city 50 km north west of Gothenburg on the Swedish west coast. Henning Mankell was soon bored with secondary school and left at the age of 16 to work as a merchant seaman. He worked for two years as a stevedore on a Swedish ship ferrying coal and iron ore to Europe and America. After having signed off Henning Mankell settled in Paris in 1966. He stayed there for a year and a half in a constant shortage of money, although he experienced the activism and political debate. Thereafter he went to Stockholm to work as a stagehand. While working as a stagehand he wrote his first play, *The Amusement Park*, about Swedish colonial interests in the 19th century's South America.

Occupation: Since then Henning Mankell has spent a great part of his life on the African continent. After living in Zambia and other countries, he was invited in 1986 to run the Teatro Avenida in the capital of Mocambique, Maputo. Living and working in Africa, has given Henning Mankell another perspective on Sweden and Europe. From the early 1970's Henning Mankell has divided his time between writing novels and directing at various theatres. His ambition to expose the lack of equality in society has also been the same, regardless of artistic expression and context.

Political career: Since he came to Africa Henning Mankell has been passionately dedicated to resolving the problems tearing the continent apart. He is especially committed to the fight against AIDS and devotes much of his spare time to his "memory books" project, which aims to raise awareness of the catastrophe. Parents dying with AIDS are encouraged to record their life stories in words and pictures, but not just for the children they leave behind, but also as a human chronicle

Literary career: In 1972, shortly after his father died, Henning Mankell's first novel *The Stone Blaster* was released. It tells the story of the workers' union movement and is still in print in Sweden. It is about an old man looking back on his life and on Swedish society and the need for solidarity, a theme that is frequently recurring in Henning Mankell's works and in his life. Mankell's Wallander-series have attracted millions and millions of readers, Henning Mankell's other literary production is now also coming into focus. Although, his series about Joel as well as Sofia, have been read by children and adults all over the world, his fans are now beginning to discover the immense width of Mankell's authorship. Henning Mankell was in June 2008 given an honorary doctorate at St Andrews University. Past honorary doctors at St Andrews is the Dalai Lama and Bob Dylan.

HANDOUT

BOOK SUMMARY “CHRONICLER OF THE WINDS” (CRITIQUE)

<http://www.telegraph.co.uk/culture/books/3651630/The-windbag-and-the-homeless-African-boy.html>

Being a fan of Henning Mankell has been a frustrating experience for many monoglot English readers: translations of his detective books have been out of chronological order, spread over nearly 10 years, and, even then, sometimes brutally leaden. His latest book to be published in English, a quasi-magical-realist fable set in an unnamed southern African country, was written in 1995 and it's obviously a bit of a departure from the usual. Inspector Wallander has been left at home, blundering about the woods in his tracksuit, and instead the hero is a 10-year-old homeless boy called Nelio.

Not that Nelio is the Chronicler of Winds himself. That honour goes to a baker, who in the framing prologue introduces himself and sets the scene. Quite why he is called the Chronicler of the Winds, when his name is Jose, is anybody's guess (you can imagine it: "morning, Chronicler of the Winds, how are you today?" "Yeah, not so bad, thanks.").

But the **Chronicler of the Winds** retains some of Wallander's gloomy northern preoccupations: "When will the city crash down the slopes and be swallowed by the sea? When will the weight of all the people finally become too great? When will the world come to an end?" In the short prologue, I lost count of the times he tells us that Nelio is dead, and dead he is, shot in the tummy, but he does not die before he gets the chance to tell the Chronicler his story.

Nelio was brought up in a village in what is obviously Mozambique. The village is raided by bandits. His sister is horrifically murdered and Nelio is kidnapped and is about to be forced to join the bandits when he escapes. He meets a bad-tempered albino dwarf called Yabu Bata, who is full of wise advice: "There are only two roads in life. The road of foolishness, which leads a person straight to ruin. It's the road you take if you act against your own judgment. The other road is the one you must follow, the one that leads a person in the right direction."

Amazingly, given this sort of enlightening advice, Nelio makes it to the city, presumably Maputo, where he joins a street gang and becomes famous for some hazily related supernatural powers and for not being beaten up.

As the story continues, this last fact becomes a miracle of sorts, because, despite Mankell's efforts to imbue him with mystic wisdom, Nelio remains a bit of a shit. Still, he does not deserve to be shot and the reason for his shooting is meant to be the lure that keeps you reading through some pretty ropy stuff, such as the description of the gang breaking into a theatre to put on a play to help one of their number come to terms with death.

INTERCULTURAL TRAINING UNIT