



imagens e palavras
laboratório de comunicação

A MUNDZUKU KA HINA
Escola de fotografia, video,
elaboração digital de imagem

c\o Escola primaria completa da Imaculada
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LET'S MAKE OUR DREAM COME TRUE

A Mundzuku Ka Hina, words and images. Maputo, Mozambique. Communication Laboratory (photos, video, graphics, digital literacy) dedicated to young people who pick up survival in the landfill, orphans, street children, young inhabitants of Bairro built around the landfill.

A path of professional training through the acquisition of new computer languages, but also a moment of cultural production, pedagogical experiment, humanistic confrontation and active participation at the educational processes.



MAPUTO, MOZAMBICO. THE LANDFILL

Metaphysical setting, figurative image of our aseptically modern world. A sort of inverted utopia of our own destiny.

Every day roughly seven hundred families eke out a narrow living in these new mines of modernism by digging. They dig up plastic, bottles, metal and food scraps, most often rotten, anything that at the end of the day can help them and their families scrape by in stunted survival.

A humanity living in a waste, feeding on a waste that they have never generated. A place where material waste and human waste merge in a sort of visual short circuit: humanity, itself, reduced to the state of waste. Waste left to rot amidst waste.

The sun's glare, the gleam emitted from its reflection on glass, plastic or whatever; the backlit figures in silhouette who, characteristic of this almost ethereal people, move lightly behind the curtain of smoke and dust, creating a surreal treasure chest in its dimension of crude and sickening beauty.



THE PROJECT'S PREMISES

Our desire has been to intervene in a place where the dramatic food and health emergency has been coupled with a cultural and human education emergency; something that is often accompanied by a lack of access to new digital technologies and new computer languages.

It is our belief that any hypothesis of economic development, in order to achieve success, must go hand in hand with cultural and human evolution, which means accessing new computer languages, new forms of communication via images and the possibility to interact with the rest of the world.

Digital communication and processing of products related to it are the basis of the current economic and cultural development. Marketing is done through the image, communication and internet governance.

These are the considerations that started the project. The particular location, Hulene B the landfill district, presented special challenges, which, based on our parameters, at times proved human, training, educational and logistical difficult to overcome.

We work mostly with guys who have not had the possibility of access to more advanced forms of education, some of them illiterate. Segments of marginal and marginalized population whose life has not offered the chance to develop and express their potentials and talents.



A MUNDZUKU KA HINA, SCHOOL LABORATORY OF COMMUNICATION

A Mundzuku Ka Hina is a school/laboratory that teaches photography, video production, digital imaging and digital literacy to youth subsisting on the city's landfill of Maputo, to young residents of the local orphanage, street children and to young people living in the neighborhood of the landfill. But within a "holistic" vision of communication and training inherent in it, is also working on movement, voice, drama, theater and dance, collection of life stories, storytelling and poetry.



The school's name was chosen by the students themselves, and in the Shangan language means "Our Tomorrow". The school came to life - with great difficulty, much skepticism, few financial and human resources - in June 2009, from an intuition of the arch. Roberto Galante and the support of the small Italian non-profit association Basilicata Mozambico.

Our more than a school was thought, making due allowances and not wanting to venture improper comparisons, as a small Renaissance workshop, limited in the number of students and adapted to the specific environmental contingencies, aware of operating in a society suspended between postmodernism and prehistoricism.



The laboratory, as well as providing vocational training and job placement, is also meant to provide opportunities for cultural exchange. As the Renaissance workshop, we try to build philosophical, ethical and even spiritual basis, for the subsequent artistic and goods processing intended for the market: a

laboratory of ideas and humanistic comparisons where diverse human experiences converge, and where each path of life is recognized and viewed as having equal dignity. A place of elaboration of ideas, creativity and so products for the market related to communication.

Through continuous comparisons and a setting aside of judgment, training paths based on listening, observing, stimulating the centers of perception and emotional intelligence as towing the other intelligences, together with targeted teaching methods, the laboratory seeks to develop in its students the listening and observation skills necessary for understanding and interpreting reality.

The principle animating our operation has been to restore tools and skills to the invisible, to those who have no voice or tools to express their own feelings, so that through images and words they can develop their own original narrative language. This means giving them the opportunity to express their



own independent view of their world, also in terms of form and aesthetic.

We are trying to build and for the most part we did that, a chain that starts from digital literacy and reach protected insertion pathways in the labor world. Including scholarships, food support and health care, counseling and psychological support services for students with serious illnesses, studies or internships in companies, meetings and discussions with professionals or men of culture, distance e-learning with international professionals. But also storytelling workshops, accountability paths also through economic and teaching co-management of the laboratory with the students, Training sessions for local teachers, children's cinema, distribution of food, clothing, school supplies in favor of the landfill people and the vulnerable population.

The workshop is meant to be a field of pedagogical experimentation of new methods of intervention in the areas of discomfort, active sharing of pedagogical and management paths. A workshop that looking to the tradition, project itself into the future and knows how to break into the market.

For economic and human resources reasons the laboratory is organized in intensive step of three months each. In the intervals between steps we leave to the students the technical means and equipment to advance in their path. Students take us back the equipment at the beginning of the next step. Through paths of responsibility, we were able to achieve this in an environment where theft is daily survival practices. To ensure the continuity of teaching, we have launched e-learning courses in distance between Italy and Mozambique.

OUR OBJECTIVES

Through the workshop we wish to pursue four main goals:

1. Provide youth with a chance to acquire a range of skills and abilities in the communications field, with the prospect of future employment in a developing sector of Mozambique.
2. Contribute to the development of a place where the “cultural” emergency is no less a priority than that of health and food.
3. Build a literature from the bottom by means of the image and the word, where students acquire the skills and the tools to represent, according to their own feelings, the surrounding reality, making them the architects of the narrative.
4. Test and calibrate methods of intervention and pedagogical path based on listening, observing, work on the centers of perception and emotional intelligence. In order to create an exportable model in other sectors and contexts.



THE PEDAGOGICAL APPROACH

The pedagogical approach we use is based on a form of learning that is not linear logical, as in traditional schools, but circular, in an effort to stimulate active and not passive mental pathways.

As in a workshops, we favor field practice, with “teachers” and students working side by side. Then we try to deduce from the analysis of the work a possible theory, always allowing the students to be the driving force behind this process.

We work mainly on the centers of perception and emotional intelligence as towing to other types of intelligence. In this way, we try to intercept the intense, sometimes chaotic vitality that students externalize, attempting to channel it into a creative and productive path.

We work on each student, on their own limitations, on their talents, remove the blocks. Without “violate them” but also without being overwhelmed.

Particular emphasis is given to dramatization in various forms and methods. Both as a formative moment, but above all as a “therapeutic path” for the development of perception, awareness of self, space and otherness.



Special attention is given to learning as a game, with the lightness, curiosity, joy and depth of training inherent to play.

The transmission of knowledge among students is recognized as a pedagogical practice. Each student is master of himself. Each student on occasion become master of their partner. Active subjects and protagonists for the training process. At the same time we try to stimulate the capacity of working in teams, to share a common objective.

Accountability paths. first responsibility towards themselves, towards the laboratory, the colleagues, the work, the user, to society and to the world. Through targeted pathways, we share the daily management of the laboratory with the students. To resolve critical situations that can be created in the laboratory we have created, according to local tradition, the “council of elders.”

All this as a moment of responsibility, discipline of doing, but also as a formative moment for possible career path.

I’ll put you in a position to create your own path to personal and professional growth. If you like, you can make it happen. But only you can do it if desired, and if you put the will to to achieve it.

To develop the ability to narrate, to build stories through images and words we started a storytelling lab. we collect among the students personal stories of life and stories of the bairro, slices of life, characters of other everyday life, which then turn them into stories, images, sign and colors, body movements, screenplays, photo reportages etc..

THE OBSTACLES

The environment in which we operate is composed of marginalized sections of the population whose life has not offered the opportunity to develop and express their potentials and talents. Whose only horizon is the daily life, understood as survival. People too often treated the same way as animals, without any sensitivity or ability.

It is an area at high impact of deviant behavior of youth group, where the theft, perhaps as a necessity of survival, it is daily practice, the ability to cooperate with people at work and school context is not very developed, poor attitude to personal improvement, lack of interaction between students, families and teachers, as too often the desire to improve collides with fatalistic acceptance of their condition in the hope that something will come from above.

The level of education and training in Mozambique is very low, access to specialized training is expensive and limited. A passive methodology of teaching that does not leave much space for research and the individual development of children. This create static and not dynamic mental processes. The boys do not have the opportunity and too often the desire and will to develop their own cultural autonomy or their own autonomous system of research and growth.

Access to books and other sources of research and education is virtually nonexistent. In our laboratory the finding of material support is via the internet, with open source tools.

THE RESULTS OBTAINED SO FAR

In 2015 our project won the Global Junior Challenge, an international competition instituted under the high patronage of the Presidency of the Italian Republic, which rewards the innovative use of technology for education in the 21st century and social inclusion. an international competition that enhances the innovative use of ICT in education and e-inclusion. Over 400 innovative projects, from more than 40 countries. The reasons for awarding the prize: *"The project with its innovation and adaptability achieves the desired objectives redeeming the precious value of integration and social inclusion through technology implementation, the acquisition of new computer languages, the humanistic exchange and sharing active in the training processes those in poverty and destitution. It's a great example for young people who can become the protagonists of their future. With the hope that this project will continue to be developed where it is most needed"*.

Fourteen students of the laboratory have found work as photographers and graphic designers at newspapers or studies, others work as trainers in digital literacy courses, other employees in companies thanks to the skills acquired.

A group of students, thanks to the technical equipment, the microcredit provided by us, started Pronitida, a study of photography and communication that has already taken its first steps into the



working world. A pilot project to test critical issues.

The laboratory has produced documentaries, video art, video dance, digital diary, photo reportages, themed creative photos, posters, brochures, postcards, business cards, calendars, etc.

The photo works of our students were invited to participate in Rencontres Africaines de la Photographie, the Biennale of Photography in Bamako, Mali in November 2011.

The report on street children carried out by Adilio, a student who has lived his childhood street, received a special mention in Fotoleggendo, Rome.

The pictures of Albuquerque and Fabião, our students, have respectively won and received a special mention to the photo contest "Mario Carbone." The theme of "labor movements."

The Fabião photos are finalists in the photo contest "Feed a different imagination".

We made numerous exhibitions in Italy (Rome, Trento, Montebelluna, San Severino, Matera, Scandicci, Valeggio, Bergamo, Firenze,). The Camoes Institute of Maputo, has invited us for an exhibition on the work produced by the laboratory, as well as the Maputo City Hall.

Photo reports made by our students have appeared on Reflex - historical showcase of Italian photography, ARTapp - art and architecture magazine, @Verdade - magazine Maputo hosting one of our weekly column entitled "A picture of semana", Comboniani missionary magazines, the Capuchins, the white friars.

RTP Radio Television Portugal has dedicated a service to our laboratory and its methods.

From the laboratories of storytelling and collective narrative we developed stories and screenplays.

Our script for the documentary "Tales from Lixeira", about the dance groups of lixeira, is among the 12 selected out of 450 international projects submitted by the Italian television network RAI, for the format DOC 3. The documentary. has gone into broadcast on RAI 3 in August 2011.

Our videos have been invited to numerous film festivals, including TFF Turin Film Festival, London International Documentary Film Festival, African Film Festival in Milan, Tampere Film Festival, receiving some awards and recognitions.

We are realizing the book "Tales of Lixeira", a collection of stories of other everyday life, and we just finished the film subject Hulene B.

We were invited to the International Exhibition of the Maputo book with virtual book of poetry and photography "In the mud puddle as in the divine sky still passes the moon."

The Basilicata Region of Italy has awarded the project as a regional excellence.



OUR DREAM FOR THE FUTURE

Starting with the experience that we have acquired over the years and with the methods we have successfully tested in the field, our dream is to establish a “center of experiential communication”. A school laboratory which maintains the same educational and disciplinary peculiarities used so far, that has continuity in time, and become an accredited school by the local authorities with the following characteristics:

- a sort of “factory”, deep immersion, full time, an open space of work, creativity and comparison where different disciplines of communication, especially digital communication, would be able to converge, discuss, collaborate and work synergistically;
- a center that performs the dual function of vocational training and job placement, as well as that of a recovery action and inclusion of marginalized groups of the youth population; in a human context involving a high-risk environment for youth.
- creation of a vocational training system in the field of communication inspired by a holistic education methodology that focuses on the development of the person as a first step towards sustainable social, cultural and economic development;
- a school laboratory capable of producing culture and professionalism aimed at the future. At the same time a kind of bridge between tradition, too often reduced to folklorism, and future.
- a workshop where masters and apprentices can produce synergistically goods and products aimed at the market: graphic works, photography, videos, stories, screenplays, web design, theatrical performances etc, and in part will fund the laboratory. But also agency for the introduction of students into the working world. Who knows how to relate the supply and demand in the communications sector.

We would like to accompany this project with the creation of a public multimedia library that bypassing the costs of paper, is based on new IT technologies. Connected to open source libraries on-line, and where you can consult books, movies, videos, music, tutorials, lectures, programs, manuals etc. A place for discussion and research that will support the center but also the students and the population of the Bairro.



**We founded the local association
A Mundzuku Ka Hina, a container that can
coagulate potential, ideas, skills, experiences,
funds and serving as a driving force
to our dream.**

**Around this projects we are collecting
subscription and possible partnerships
with the help by those who in recent years has
followed us with sympathy and contributed to
our project.**

To make a donation:

Bank: MILLENNIUM BIM

NIB: 000100000036116592157

Bank account N° 361165921

held by Roberto Galante



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