

# CAP ANNUAL REPORT

March 1991  
to April 1993

COMMUNITY  
ARTS PROJECT





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## INTRODUCTION

The period of April to March, 1992, which we have set here as the CAF Year, has been a busy time for us, particularly in the second half of the financial year. There has been a series of events and projects, including a period of difficulty in finding a suitable director. Dr Johnnie Hill's withdrawal from the directorship, after receiving a positive offer of work, was extremely disappointing for the organization especially after the difficult experience of 1991/2.

However, at the beginning of 1992 employed three people into leadership positions, namely, CAF Co-ordinator - Nigel Minley, Finance Co-ordinator - Jonathan Shillings and Women's Contact Centre Co-ordinator - Marie Finmore, all of whom have brought fresh perspectives into the organization. The task of re-structuring the directorship then by Nigel and providing work for him in the Visual Arts and Crafts Project as well as defining the organization's role in the changing times has been a challenge to them and the organization. Much effort is going through creating transformations and CAF has retained the support of IT's role in providing assistance with these changes.

Despite the many staff changes that have occurred, CAF has continued actively implementing training projects in the visual arts, theatre and music, for children and adults. In the education and social awareness projects of these types of workers in the Women's Centre, the organization has been playing a vital role in providing access to various media otherwise in a period of national change.

## ORGANISATIONAL STRUCTURE

The co-ordination for the organization has been through the Management Committee (MCMCCOM). There are fortnightly meetings of co-ordinators dealing with matters concerning the directorship and overall running of the organization.

In addition to the management committee, an Education Committee has been formed to deal with education plans and to focus on educational development in the projects. This committee includes all those directly involved with educational matters. A Finance/Marketing committee has also been working to plan budgets, to discuss fundraising and to control spending.

### STAFF

CAF's staff complement changed dramatically during the period. By the end of March, staff consisted of 17 full time, 1 three quarter time and 1 half time employees as well as approximately thirty part time and contract teachers/workers.

Michael Giddie, our temporary co-ordinator left CAF at the end of April, at which point a permanent staff member, Graham White joined the project. Tony Alexander and Gail Chisholm acted as interim directors (over the last part of 1991 and start of the first quarter of 1992). Dr Johnnie Hill would have taken his appointment as director in June had he not withdrawn from the position at the end of April to take up a research fellowship at Fair University. Apsilinity was employed in January as CAF Co-ordinator. The post of leader in education was filled by Jonathan Shillings,



University is located in Windhoek, Namibia at the University of Namibia. The post of Fiscal Data Controller Co-ordinator was filled by Mark Fiebert, formerly co-ordinating the National Workers Program.

## **DURING THIS PERIOD THE STAFF COMPLEMENT WAS:**

### **ADMINISTRATIVE**

**JAMES MURRAY** Administration Co-ordinator until September 1988.

**ROSEMARY VINE** Financial Co-ordinator/Bookkeeper (full time until October, three quarter time from November)

**FRANÇOISE GIBBERD** Receptionist, administrative (Part-time/contract until April)

**STRELA MOKA** Receptionist, administrative from April 1986 (part-time)

**ROSEMARY THOMAS** Administrator (Media Project)

**THEO KOOBA** Technical assistant, security and student issues

**WILLIAM MPOFEO** Caretaker (full time)

**DAVE MINTY** Cap Co-ordinator from January 1988

### **EDUCATION**

**BURT MANNING** Programme Co-ordinator in social art and children's arts, as well as course director (part time)

**WENDY HOBBS** Child art educator and teacher

**HANDEEN BLOOM** Child art teacher (full time)

**DAVE FLEMING** Media training and facilitator (short courses and ad hoc training, from November to November and December)

**JAN BISHOP** Media training and Production Department Co-ordinator

**JONATHAN MURPHY** Theatre Co-ordinator (from January 1988)

**MARCO MOKOENA** Fiscal data controller Co-ordinator (from February 1988)

**PAUL TATE** AND **DAVID BERRY** (see elsewhere)

### **MEDIA**

**THEO DE VILLERS** (Media's Cover)

**CHRIS HAYS** (Dissemination Project/Productive)

**MARIE BROWN** (MEDI/Programme/Work Training)

### **VIDEO, AUDIO**

**LEONIE BARK** (Editing)





## FOR A FREE SOUTH AFRICA, UNITED, INCLUSIVE, SECURE AND COMFORTABLE NATION

The following donations are gratefully acknowledged:

A project was named after Lindie Ndlovu. Advertising for materials from Mark Matheis from his son's father. Publications for the Newsletter from: Tony Cousins, Joseph Nkomo, Phil Ouma, Lionel Nkomo, Joseph Nkomo, The Newsletter Group, LINDIE NDLOVU, the LINDIE NDLOVU Foundation, B.B. and Phisofo Ndlovu. Art materials from Kelly Mkhize. Appliances and foodstuffs from: Oumama Group donated from: David Chabing Ndlovu for CAP's 15th Birthday from: Thabiz Ndlovu, Mrs. Mkhawane, Ndlovu Ndlovu, Alton Equipment, Pils of Pop, Johnny Ndlovu, Something New Bakery, Nkomo Foods, Mrs. Cindy Ndlovu, Nkomo Strong Supplies, Nkomo Paper, Nkomo Strong Co. Don't look for contributing artists at CAP's Birthday: Ndlovu Ndlovu Cultural Project, Nkomo Ndlovu, Nkomo Ndlovu Ndlovu Ndlovu, Nkomo Ndlovu, Nkomo Ndlovu.

## SCIENCE OF THE (NEW) NATION

We have realized the importance of looking for ways to generating our own funds with the understanding that a community-based educational institution serving under-resourced communities is unlikely to achieve complete self-sufficiency.

## FEES

CAP charges fees for both children's and youth/adult classes which are arranged into sliding scale depending on income group - R5 per month for unemployed people and a fee of R10 for 2 months, R20 per month per month for those earning more than R1000 per month. Children pay R5 for 3 months.

Apart from this, we are exploring an arrangement whereby those established/registered persons or corporations with children's and adult classes pay a portion of the teachers' salaries/fees according to their capacity. We believe that this should apply to those organisations who use funds and have established infrastructure.

## SALES OF THE (NEW)

CAP raises a commission from the sale of children's work and from sales from the CAP Shop.

Workshops CAP offers to both and classrooms for an activity fee which is often community organisations and members of the Woodstock community.

## MEDIA PRODUCTION SERVICES

The Media Project has provided a service that caters to community-based and non-profit organisations in the Woodstock area.



CAP'S 15TH | 1901 - 1916 BIRTHDAY





## ADMINISTRATION DEPARTMENT'S REPORT

There have been considerable changes in the staffing of the CAP Administration department in the last year, this increased stress in the department, although the staff have coped very well. The programme leading a suitable structure has resulted in an evaluation of that position and the position of our volunteer team agreed to fill the vacant leadership positions in the organisation.

The decision that the Media Project should become part of CAP was taken to design, created in an evaluation of CAP's overall administration and management needs and how they should be re-organised and shared between the two locations across business hours. Chapters from the Media Project were never being independent, so each team needs staff to act as experienced and to maintain its own office.

### MEETING THE ADMIN DEPARTMENT STATED AIMS:

**Aim 1: To provide the administrative backup to ensure that CAP fulfils its role as an education and training institution effectively and efficiently.**

CAP's Admin and general legal enquiries and assistance to all the organisations through this period. John Hill's withdrawal from the director's post affected CAP, particularly its administrative regularly on the absence of the director meant that existing staff had to deal with issues of direction, goals, vision, policy and leadership. Two workshops were held to examine these issues a 1 day internally facilitated education workshop in May, and a 2 day long externally facilitated wider area workshop in September run by the Community Development Resource Institute - CDRI. With the appointment in January of two new staff members, and in February of another one there was a period of five weeks the new people orientated themselves.

In this difficult climate, the administrative staff coped remarkably well and were able to continue to support CAP's activities fully. It should report on specific areas of service below:

**of Communications:** administrative deals with a constant stream of enquiries and requests such as general information about CAP from the public and prospective students, requests to join CAP's facilities and/or other support for community activities and events, requests to participate in other organisations' events or exhibitions, or requests to take workshops for community organisations. CAP's staff are regularly stretched by their professional capacity by outside organisations. CAP has worked many agreements with organisations development offices. There are the requests about buying artwork, posters and T-shirts and for using artwork for public relations purposes.

CAP's internal communication network required in collection of various sub-committees as well as communication between the 4 geographically separate parts of CAP, CAP-Flagged Street in Woodstock and CAP Media Project in Ballinacorney, about 4 km away.



**ii) Bookkeeping and Financial Planning:** a financial committee has been set-up to monitor expenses and to make financial decisions. Minutes relating to bookkeeping have also been dealt with by this committee.

**iii) Transport:** a 15-member committee was constituted. Part-time evening students as well as a Wednesday evening health-art-group have benefited from our transport facility via regular buses to and from CAP and the townships. CAP's outreach programme also relies heavily on the use of this facility.

**iv) Maintenance, security and technical assistance:** the maintenance of CAP's building, the Media House's space and CAP's equipment has been satisfactory. Security has been good. Technical assistance to teachers has been good.

**v) Funding:** CAP was visited by representatives of UNDP, UNICEF, UNCTAD, UNCTWU, Human Resources Trust, Orange Foundation, The Royal Netherlands Embassy and other potential funders. Correspondence with the Embassy was maintained by Janet Mthembu and Lary Mthembu in 1990 and by Janet Mthembu in 1991. Unfortunately, due to the War, one of CAP's largest standing funders has withdrawn further commitment to the organisation but CAP greatly values their previous support over years.

**State-subsidy funding:** collective funding was discontinued as an outcome resulting from the fact that state subsidies were cut off CAP in November 1992.

Two meetings were held by Orange Trust and the Dutch Embassy to attend the Culture and Development Seminar in Johannesburg in April and several meetings to discuss applications to the EEC. In future requests were held with other cultural organisations in the Western Cape.

Fundraising for CAP's birthday celebrations was very successful. Many material donations were received and the event cost CAP only about R200.

**ii) Staff Recruitment:** the director's post was advertised again. After interviewing and following up available candidates the position was re-evaluated by staff and a contract for the post of co-ordinator was created. The post was filled by Janet Mthembu in January 1993. The theatre co-ordinator's position was advertised and filled by Jonathan Mthembu in January 1993. The post of Visual Arts and Crafts Co-ordinator was filled in February 1993. The interviewing, short listing and offering of new staff has resulted in increased workload for the already depleted staff.

#### **AIM 2: To improve CAP's premises and facilities to enhance its educational performance and cultural activities.**

With the introduction of the new staff there has been a rearrangement of space and a thorough "spring-cleaning" of the organisation was undertaken.

The idea of fund the development of a centre for CAP from Collette Wilton Development Trust was considered. This led to architectural plans for CAP's trustees to bid, in view of the general funding climate and CAP's financial situation, the offer should be declined. A small donation from Orange Trust has enabled CAP to set up a shop at Chapel Street corner. The shop will be selling artwork, quilts, and needle products made by CAP students and staff artists in the Western Cape.



**Aim 2:** To ensure staff and students have to access to resources that will assist them in their educational theory and practice.

The Resource Centre established in 2009 has continued to be maintained by part-time volunteer librarians – Pauline Maritz, Lucy Christelle and Fred Moko. The Resource Centre has been open to use by CAE staff and students.

## STAFF DEVELOPMENT

Thabo Moko has been taking driving lessons and will also be test.

A number of Work Related Sessions at WIT were attended by CAE staff, including Writing and communication skills (basic exercises and skills training) Focus on Planning a representative Course (writing and project work), needs and resources as operators.

Lucy Christelle completed her first year of the University of the Western Cape's Adult Education/Diploma. Madisa Thomas attended a post adult education course at the University of Cape Town.

April Moko and Madisa Thomas attended COE's Facilitating/Organisational Development course.

**Aim 3:** To take major responsibility for building an audience for CAE and for extending CAE's profile within the western Cape and surrounding areas.

Extensive publicity to newspapers and on the radio as well as information sent to CAE's mailing list ensured that CAE's all day/night/week activities in April was well attended. This was seen as major event bringing together a large number of people who have been connected to CAE over the years and to affirm CAE's important contribution to education in western and central. Thabo Moko has conducted radio talks to inform the public of CAE's activities, especially its post-class programmes for the most vulnerable children's programme.

CAE attended the Western People's Commission to commemorate the Anti-Apartheid held in Cape Town, with Lucy shaping words in the evening session about representation of the resistance and deliberating paper. CAE attended the National Anti-Poverty Strategy (NAPS) conference in November. CAE has also been active to increase national and regional networking efforts including the Training Sector Network (TSN), The Community College Network, and the Adult Education Project (AEP), during 2010's hands-on, a number of teacher groups and Union Skills and the Education Sector Company have been using our work on a regular basis. CAE also began being a contributor at Magaliesburg to two National cultural opportunities, the National Workers Congress (NWC) and Film and Adult Workers Organization (FAWO).



THE FRUIT MAKING WORKSHOP BY CAF



WORKSHOP FOR ST. JANE'S PRIMARY KIDNEY'S TIME

## EDUCATION AND TRAINING PROGRAMMES

**OBJECTIVE 1 : TO RUN EDUCATION AND TRAINING PROGRAMMES IN THE VISUAL AND PERFORMING ARTS/ARTS WHICH PROVIDE ACCESS TO PRACTICAL AND CRITICAL SKILLS, KNOWLEDGE AND RESOURCES**

### 1.1 PRACTICAL SKILLS TRAINING IN THE VISUAL AND PERFORMING ARTS FOR YOUTH AND ADULTS

#### THE VISUAL ARTS PROJECT

This project continued to provide intensive programmes of part-time classes for youth and adults. The programmes were undertaken in 1998:

**PROGRAMME - APRIL 1998** : 100 courses served 200 students

**ACTIVITY - SEPTEMBER 1998** : 80 courses serving 140 students

**MAINTN - JUNE 1998** : 11 courses serving 111 students

The following courses were offered: pottery, ceramics (beginners and advanced), painting (beginners, advanced, and abstract), clay sculpture, wood sculpture, book art, drawing (general, life, and portrait), photography (beginners and advanced) and print making (block and linocut, and other forms).

The majority of students who attended these classes came from the Douglas, George Town and West End districts. The majority were in the under 20 age group and were unemployed or completing their schooling. Classes were generally well-attended.

Because so many students come from low-income communities, the CAP Centre has continued to provide subsidised transport for classes at a small fee. This has increased the number of persons attending classes and has meant more regular attendance by the young students.

Through CAP's programmes part-time students gained access to skills training, creative, artistic and critical skills. Students were also given regular opportunities to show exhibitions and have consolidated their skills to enter CAP in monthly live-exhibitions of various skills for youth living in the West End's squatter community, and as part of UNESCO's workshops which were held for the first time outdoors during the school holidays in 1998.

Most of the courses have been run by contracted part-time teachers, many of whom are practicing artists or teachers. Some very successful work has resulted from the courses. Particularly notable in the programme is the wood sculpture group facilitated by Marie Hodge. The ceramic classes facilitated by Sarah Paulson for which students participated in making part of her sculpture the vessels which have subsequently been installed at West End's Fisheries House in The Esplanade and at United Community Centre in Loyal, and the print-making classes facilitated by Heather McMillan.



to water to cut the cost of part-time teachers. Highly skilled posters, Gene Brown was invited to be an artist in residence from July until February 1982. During this time she gave weekly classes for potential producers of local television and she provided the use of the various facilities by students working on their own projects in exchange for the use of the facilities for her own work.

## WINTER SCHOOL FOR HIGH SCHOOL STUDENTS

The Winter School programme took place between 8-17 July 1982 and consisted of three courses. The first course is a week-long course that involves logging and sorting working sticks. These were established at the South African National Gallery in October. It served to give interested students to book illustrations using the laser-printing technique. Students conceptualised, designed and executed projects on African folk songs called the *Toto* dances. They were also involved in the layout of the book. Both these workshops were facilitated by Marie Hattie and were of a working 'in and on' nature, respectively. The third workshop was a pilot work shop run by Marie Brown during which the issue of 1982 was reviewed and student-designed and printed a poster to mark commencement of the issue.

## POPULAR THEATRE PROJECT

The Theatre Project was largely dormant in the 1980s because of the lack of co-ordination. A play building course was run in August to October by John Walker and Dilly Daniels. The weekly Saturday drama was called *Chablis*. The children who attended the classes performed their plays at CAP's 1981 birthday and at the launch of the Dolly Doodle 25th Anniversary.

Research into the needs of different theatre groups and organisations commenced on 1 February, when Jonathan Morley took up the post of Theatre co-ordinator.

Two classes were initiated at Stone Store and Michelle Place in 1982. The Stone Store classes were supported by Operation Hope's project in the area which is to extend its existing programme that would engage the children positively and teach a sense of dignity to them. The Michelle Place classes were supported by a school working towards the aim of setting up a way that would demonstrate school success and give participants involved in productions that would benefit them and the school. Both classes were run by Oliver Ogilvie, a former CAP teacher.

## 1.1 CREATIVE ART EDUCATION FOR CHILDREN BY CAP AND OTHER VENUES

### 1.1.1 STAFF

CAP has run a very active child arts programme facilitated by Marie Hattie, Hazel de Gooijer and eight part-time teachers 2nd semester between from CAP's full-time courses for child art education held in 1985-8 and 1986-7.

### 1.1.2 REPORT ON WEEKLY CLASSES

At least 200 children attended participating in a weekly class at CAP in Woodstock and at 7 additional venues in the community; the average of 14 art classes were held per week.



## **ENDING THE PERIOD IN QUESTION THE FOLLOWING CLASSES CONTINUED SUCCESSFULLY:**

**2 CAP Five classes at CAP in Berkeley last continued on to dress.**

These classes ran until the end of December and resumed again in February. An average of 50 children attended these classes. Joseph Peiner, David Hingston, Michael White, Kenneth White and Frances Williams facilitated the adult care classes during this period, with the dress classes being facilitated by Mary Maguire and Toy Smith.

**3 Multiple Children's Dress, Community Hospital (Dallas) facilitated classes under a work. These classes continued over the winter season into the new year.**

**3 Chapmanville Boys Home, Hamilton (Dallas) classes have proceeded smoothly for 25 students, and continued over the winter season into the new year.**

**4 Children's Respite Center, New Community Classes facilitated by Fredrick Nelson were successfully attended by 50 children and positive results achieved. These classes were temporarily suspended over the winter season and resumed in the new year.**

**5 FARM, Newark, assisted by (State Dept. of CAP), Mary Miller's classes for abused children produced positive results and served 50 children. These classes were temporarily suspended over the winter season and resumed in the new year.**

**6 Charlotte Highway School, Knoxville, Hamilton (Dallas) twice weekly classes at Charlotte Highway School in Knoxville served about 50 students between the ages of 8 and 12. These classes continued in the new year.**

**7 Madras, Eugene, Twice weekly classes for children from Tustin Square, a special community, began in November and were facilitated by Michael White Williams. These classes continued without break into the new year.**

**8 Operating Boys, Union Home Weekly classes facilitated by Mary Miller for this church-based project were begun in February, 1990 after it was felt that this facility was adequately equipped to run these new programs (see below).**

## **THE FOLLOWING PROGRAMS MET WITH MIXED SUCCESS:**

**1 Child Welfare Initiative:** For 4 months CAP worked with a network of community organizations and the Child Welfare Department on a project facilitating the members of Youth In-Cities. Unfortunately some classes were postponed when they had to be cancelled by requests, and spent two months as part of a re-organizing initiative program. Most members of children have been part of the program. The development potential of this initiative was limited because of the time factor. The following classes were successful but have been suspended due to reasons stated below:

**11 Child Welfare, Union Home Classes for 50 students this place of safety were facilitated by Mary Miller until the end of November. These facilities established by the cost of these classes. The Child care workers from this center received training in the morning and returned CAP to the morning of the classes. Due to the program**

work in supporting their child care workers, and due to the availability of funding to support the project CAP did not contact these classes in 1991 as it was felt that there were other more timely projects in the community.

(1) **Black Youth, Longs Veterans April and July.** Black Youth taught twice a week at the newly opened United Center and they were able to establish funding for teachers. Although the classes were very well attended, it was felt that CAP should focus more marginalized groups that do not have strong administrative and organizational infrastructures to guiding access to such education.

(2) **Woodhull People's Center, World's Home.** This class which was held for last year through CAP's library in North Haven is now part of Woodhull People's Center's regular programming and is no longer funded by CAP.

### THE FOLLOWING CLASSES WERE NOT SUCCESSFUL:

(1) **Male Teenage, Hub Home.** The classes that were run for Male Teenage by Male Hub's had low teaching attendance and CAP was forced to question the impact of the classes. Following discussion with Male Teenage it was decided to suspend these classes.

(2) **Mausberg's Peoples Center.** Weekly classes were discontinued in April 1991 for lack of attendance. The organizers of the Center have not applied for re-evaluation of why students did not attend.

(3) **Children's Business Center.** Regular weekly classes were not resumed after November 1991 due to inconsistent attendance.

(4) **Council for Black Education Research and Training, Longs.** Weekly classes followed by local telephone equipment-organizational problems with CYBERT and were suspended in November.

### 3.2 PREPARATION AND EVALUATION

Teachers are required to prepare and file work sheets for their classes and to evaluate progress and problems regularly as a group. A group evaluation of classes was held in November and was facilitated by Julia Mingsberg who was involved in teacher conferences until her death.

### 3.3 FULL-CAP WORKSHOPS FOR CHILDREN ON REQUEST, DURING THE PERIOD THE FOLLOWING REQUESTS WERE MET:

(1) **James (James' Against "Overt") Day** during which 8 teachers ran a similar project with 8 different classes. The school is in full day but to accommodate children from the hoodlums and surrounding areas. The event was very well received.

(2) **International Council on the Rights of Children:** one workshop part time teachers facilitated the printing of a profile and with children attending the event on request from Male Teenage.

(3) **People's Paper** requested a demonstration workshop to show the youth in the regular communities of Woodhull, Male Hub's, assisted by expert from Male's demonstrated and taught the printing and distribution. The day



restrictions allowed much activities, but CAP has not yet started with CAP from the extensive credits developed.

at South Fremont High School reported a workshop which was facilitated by Thomas Johnson.

at The Grove Fine Arts Center hosted a children's day to feature on the theme "Find the World" which was successfully run for 100 children in the middle of the current printing process and set.

#### 1.4 PART-TIME CATALAN (FRENCH) COURSES

although part-time courses was planned, no courses were held because of a lack of staff.

#### 1.5 CREATIVE EVENTS AMONG A BROADENED PUBLIC

Two creative events were planned this year, and the intention as stated was to attempt to encourage the community of Woodstock to use CAP's facilities.

##### 1.5.1 CAP'S 10TH BIRTHDAY

On 10 April, CAP celebrated its 10th birthday. This event was a night celebrating and was attended by over 1000 people. Attempts were made to show to the community those who had contributed to CAP as students, staff, members and teachers and to search in partnership with the history of CAP, 1976-1986.

The event was very successful and included talks describing the children's stage shows, a performance of the children's drama group production of "Machete's story". Music was provided by teachers at BASH School, School for People's Progress, music practice by members groups, Stage-Artists and students from the 10th Street Project. Space was allowed at the event for music producers, composers and CAP students to exhibit their work. Artists were also allowed to take and donate "holiday sales" which were then auctioned for funds for CAP raising over \$2000.

The occasion was honoured with a speech by the Mayor of the Council. Richard Egerton and a poster celebrating "10 years of cultural struggle" was designed, printed and sold by the CAP Media Project.

##### 1.5.2 MAKING CONTACT WITH THE COMMUNITY OF WOODSTOCK

As a result of the initiative of the community worker (Nicola Evans) of the North Fremont Cultural and Arts Centre (NAC) CAP has been able to make contact with community organisations in Woodstock CAPNETS and to discuss the needs of importance to the community. A number of colloquial meetings have been held, and research by social work students on the

Woodstock community has been led back to the network. CAP has also done a number of outreach visits staying at North Fremont and Chapel Street into part-time teaching courses, eg. photography.

##### 1.5.3 EXHIBITIONS

During July an exhibition of CAP's Children's Project work was held at 10th St



College of Education, Hanoi, by request from their cultural co-ordinator on the CAP, Thanh Hoa. In November CAP held an exhibition featuring student and teacher work past and present. The exhibition entitled 'Language Acquisition - Looking Back' was a great success. The CAP Shop was launched at the same time as the exhibition.

### 1.4.1 WORKSHOP FOR SAFTA ART TEACHERS

In June, Lucy Alexander took an exhibition for CAP's youth and child art to a workshop held by the South Africa International Teachers Union at African Pedagogical Education. She facilitated a workshop on the theory of art education, and the need for teachers to re-conceptualise their subject content for student artworks.

### 1.4.2 DETROIT SO MUSEUM FOUNDATION

CAP started to curate a national programme to launch the Detroit So Museum at the end of October 2016. This also involved developing CAP's relationship with the immediate community. CAP's children's design group performed during the festival.

### 1.5 DEVELOPMENT OF THE CAP-RESOURCES-CENTRE

Through the input of several Manchester and South CAP's Resource Centre teachers a plan was set in motion to build a resource centre for teachers and students here and there. Loans and donations to the centre were also made.

The Resource Centre will make better materials more strongly, although it is well used by CAP's students, who use the Centre to study better reading CAP's classes. The Centre offers information and resources on matters relating to Visual Arts, Theatre, Music, Children's Arts, Education, Culture and Cultural Studies, Contemporary, Women's Issues and Development.

Resources on history relating to the visual arts and on literature available in the Centre have also been compiled and added to offer to prospective students in 2018 area.

Since March 2016, CAP has had the voluntary assistance of Pauline Barrett, a teacher, in cataloguing new acquisitions for the Resource Centre. Donations to the Resource Centre have been received during this period from: 10th Students, George Sells, Gill Cross, Laurel Smith, Ingrid Fisher, The Sculpture Group, GARR, The Science Foundation, SAGE and Charlotte Wilson.

A large number of books on children's art education were purchased with a grant for resources from the Science Foundation. With the help of a Manga-Style Workshop, the CAP collection started to be organised.

### 1.7 SALES OF WORK PRODUCED AT CAP

The role of work by CAP students to members of the public has increased during this period. With the assistance of a small grant from Region Trust, CAP has been able to start a shop at Chapel Street. The shop, we hope, will enable students to sell their work and generate income, to sustain the profile of CAP and to generate small funds for CAP through commissions. The shop will be closely linked to future pro-

distance training for unemployed youth and adults. The shop has been well stocked with paints, brushes, fabrics and patterns and has been planned for days in Bank.

## 2. IN-SERVICE TRAINING PROGRAMMES

### OBJECTIVE 2: TO RUN CAF'S "IN-SERVICE" TRAINING PROGRAMME FOR COMMUNITY ARTS EDUCATORS WHOSE TO DEVELOP THEIR EDUCATIONAL PRACTISE.

#### 2.1 BUILDING A NETWORK OF COMMUNITY ARTS EDUCATORS.

During the past 18 months, CAF has been able to build a network of Teachers plus a full time coordinator from here able to respond to requests for regular classes, one-off workshops, demonstrations and occasional courses. CAF receives numerous requests many of which have been met.

Successful requests have been possible for courses/workshops for children and youth for the school of St. James' Primary School, Kells Bay, for the special community of Broadlands through Douglas People's Project, COBLENZ, and the Cross Street Children's Foundation. Where possible requesting agencies were asked to provide materials and some financial assistance for part time teachers.

#### 2.2 TRAINING WORKSHOPS FOR COMMUNITY ARTS EDUCATORS.

Members of the network have participated in staff development workshops every month as outlined by Lucy Alexander. The content of these workshops has ranged from:

- \* Training in progression of classes with Jo Anne Duggan.
- \* Communicating with children and presenting the construction class with Shirley de Bock.
- \* Using environmental issues as a starting point for classes with Judith Pidge from the Environmental Education Unit, Monaghan.

Marie Healy has also provided valuable sessions for some of the teachers on topic papers and projects that to her great satisfaction, and time sessions have also been attended by two teacher lecturers from Ulster Community Centre in Lurgan.

#### 2.3 TRAINING WORKSHOPS FOR THE FONELELAN (PRE-SCHOOL FACILITY).

Three workshops, introduced in July 1981, provided for the very training of a group of women who have chosen their own pre-schools in Keshminka.

During 1981 workshops were available several months only before results of the first course. CAF completed classes. The classes, which were being run by Marie Healy and Madeline de Bock, were, it appears, poorly attended because of inadequate planning resulting from lack of training for teachers and their consequent loss of their co-ordinators. The classes have not been resumed for the same reason.

### 1.4. CONSOLEWORTH (NUTRITION) WORKSHOP FOR CAP'S TRAINEES WHO COMPLETED THEIR TRAINING AS CHILD LIFE EDUCATORS IN 1991.

This workshop was held in mid-June over 20 days. The workshop was held by The Human Resources Trust and the Royal Netherlands Embassy, was attended by 14 of the 11 consociated centers. The workshop provided an opportunity:

The content/areas of the course

The general training on bookbinding and the binding of books as well as a writing's proposal.

The above problems and alternative strategies to deal with them.

The book's production ceremony.

The workshop was held to be a positive experience and a necessary step in the follow-up process for CAP's trainees. It is felt that follow-up should be continued through a newsletter and through the possible visit of a bookkeeper within the next 6 months and through continuing on behalf of and with the trainees. A full report is available on request.

### 1.5. STAFF DEVELOPMENT.

CAP's director staff, Marie-Nelle and Lucy Alexander contributed to this process. He was able to participate through various workshops as well as collecting them. CAP's staff also attended a number of workshops in Montreal:

"Art Education in France (May 1992) organized by the Art Education Forum, Western Cape.

"International Drama: strategies for transnational cooperation by the Southern African Association for Drama and Theatre (1992).

"How, where and gender" organized by the Art Education Forum, Western Cape (September).

"Challenging Racism" organized by the Centre for Adult Continuing Education (UWC, April 6-8 1992).

"National Arts Policy Process: Administrative Impact and Benefits.

### 1.6. MAKING TRAINING IN OTHER FIELDS AWARE OF THE POTENTIAL OF CULTURAL FORMS.

The instrumental and educational value of the arts has been discussed and debated with CAP's child care educators on environmental issues, with CAP's past trainees, with the University college students whose interest it seems placed on workshops on drug abuse, and with members of cultural organizations at two public events.

There were two workshops (November) with Lucie Fleck of the National Theatre Collection in Amsterdam in which members of different cultural organizations were invited to share their experience of using the arts as an instrument of social building or social

activities, and benefit of the many with members of NADDEC in the status of fellows or consultants as well as developmental education. Members of NADDEC and other Cape Town theatre organisations attended. Such events were supported by CAP. CAP was interested in developing work in this area through discussion and workshops.

## 2.7 COMMUNITY BASED ARTS EDUCATION SUBJECTS

During the period September – December 1994 Maria Stevens, one of CAP's full time staff, undertakes a period of 4 months in Toronto as the Southern African Education Trust Fund's Arts Education Programme. Her functions there are in a sense of part workshop in consultation with the Progressive Playway Health Care Project. Maria has also been active in collecting resources on the subject for CAP's Resource Centre. CAP is interested in developing areas of activity where cultural focus is made an integral part of developmental projects in the non-theatrical arena. The potential of popular theatre, music and visual arts to facilitate communication with a vulnerable population and should be considered for its capacity to communicate personal and ability to present and deepen understanding.

## 3. BUILDING CONTACTS AND PUBLISHING RESOURCES

**OBJECTIVE 3: TO DEVELOP AND MAINTAIN CONTACTS WITH ORGANISATIONS AND INSTITUTIONS ACTIVE IN THE ARTS AS TO ENSURE EXCHANGE OF INFORMATION AND CO-OPERATION OF SCIENCE MATERIAL, TECHNICAL AND HUMAN RESOURCES**

### 3.1 DEVELOPMENT OF A DIRECTORY OF COMMUNITY ORGANISATIONS AND THEIR RESOURCES

The Centre for Development Studies, UNCTAD published a "Directory of Community Organisations in South Africa" last year, but intended to develop the directory for the work of the Workshop Centre, and CAP consequently decided to revive the project.

### 3.2 HALF-YEARLY CAP NEWSLETTER

CAP has set up the financial and human resources to undertake this objective.

### 3.3 NATIONAL SEMINAR

This objective was not met for want of funds and human resources and local community work is a priority.

### 3.4 THEATRE JOURNAL 2

The material for CAP's second theatre journal was prepared by Holly Swales and ready in 1993, however due to the lack of personnel in the Theatre project this draft was taken to allow the editing and printing of the journal for the following financial year.



## 4. MISCELLANEOUS

### 4.1 THE FOLLOWING VISITORS WERE HOSTED-BEYOND OUR FUNDING:

- Andrea Bion from the Museo Nazionale Etrusco for the Etruscans
- Luca Pignatelli from the Museo Etrusco Volterra, Livorno
- Mario Giamberini from Livorno
- Alan Brady from Phoenix Broadcasting
- Bruce Goldsworthy, a sculptor from New World Foundation

### 4.2 STUDENT OPPORTUNITIES FACILITATED BY CAP

• Eight of CAP's students were allowed the opportunity to attend "We Create Our Future" cultural and environmental learning trips.

• *Transatlanticities*, one of CAP's post-grad students spent a week at CAP over their placement experience in Paris.

• CAP as a link for income-generating projects

Production work was also described to members of CAP's artist/teacher network including:

• The design of a cover for a book called "Being Freeborn" by Martin Stevens, and copywriting illustrated through Christmas ads.

• The use of the prints by Andrea Bion and Caterina Vignati for the launch of Social Responsibility's (SRL) 10 Years-Old, Reproduction fees are allocated to the artist.

• The commissioning of a large scale artwork of the Circles by CAP students - Marcolina Milano, Tiziana Lobbio and Franca Bionati for a 1000 Covid Friday performance called "The Fastest Boat". The painting process was integrated into a Covid Friday production by Architecture/Italy, Martin Stevens Architecture/Italy process.

• Illustration work for a comic was undertaken by Ulrike Rappakowsky, a part-time student.

• Assistance and advice was given to two students of Culture in the South for a multi-site mural artist network in Belgium to produce urban mural. One of CAP's students, Rongsheng Hebbels visited Belgium in early 2009 as part of this project.

• Open illustrations for publications of poetry published in September for the Nightingale Centre in 2009.

• Harry Brinkley's "Gardens of Thought": a work from the CAP collection by Culture Theaters was used.

• South Africa's "green Atlas": a work from the CAP collection by South Migration.

• South Africa's "Therapeutic Home": a work from the CAP collection by South Africa was used.



MEMBERSHIP OF CAP TODAY, BY PROFESSION



Media Policy Workshop with Community and Workers





## **MEDIA PROJECT'S REPORT FROM APRIL 1992 TO MARCH 1993**

### **NOTE ON THIS REPORT:**

This report documents the work of the CAF Media Project from April 1992 to March 1993.

The report refers directly to the aims and objectives of the 1992/93 Funding Proposal and indicates what has been achieved in relation to these.

During this period the CAF Media Project employed three full-time staff members, a small number of contract and part-time workers.

## **1. SHORT COURSE REPORT**

While this area of work was coordinated by two persons, contract workers (employed staff) and others were actively participating in the Shipshape Project, the Women's Course and the Community AOD Workers Programme.

### **STATE AIMS (1992 PROPOSAL):**

#### **A) LOCAL INITIATIVES:**

CAF's immediate local concerns in relation to homelessness were: 'to raise awareness of the homelessness and its implications by organised resources located, as appropriate, within the knowledge targeted other areas of Cape Town'

Aim 1: To this end CAF proposed to undertake the necessary training, advisory and other developmental work in association with, at the moment, 11 identified existing community centres, viz. Shaurimoyo People's Centre, SHAWO in Shapellewa and Shaka Centre in Capetown.

The initial intention to set up women's printing resources in these areas proved to be too ambitious to achieve successfully.

This is largely due to the space required to reach broadly within a given area, usually used to house other community based structures which will in addition not always be project cost and part-time workers of staff.

My research identifies resources and changes on the Shapellewa area given the low number of people in the area and the corresponding lack of resources. The project is now on a long term commitment rather than a project.

**April to September 1993:**

The following was achieved:

- Proposal developed and submitted to organisations/institutions.



with Cappadocian and community meetings were held to discuss the idea and get feedback on the proposal.

\* A workshop involving representatives of organizations:

- concerned and made comments on the proposal
- elected an interim committee who would take the project forward

- outlined the tasks of the committee

\* Committee which includes CAW Media Project representatives has met on a weekly basis. The Committee is progressing in setting up a community based project required organizational

and financial resources and have the financial approach of CWP for assistance.

#### **October to March 1993**

The following was achieved:

\* During this period CWP facilitated six workshops with the Steering Committee. The aim of these workshops was to equip the Committee with the skills to take the Magazine Project forward.

One of the tasks arising from these workshops was a needs assessment conducted amongst organizations in Shropshire.

While further work in this area needs to be undertaken, it was clear from the response that a Media Project would provide a valuable resource and a 'voice' in the Shropshire community.

\* The Committee continued to meet on a regular basis and called a number of consultative community meetings.

**NOTE:** While this project has taken longer than we expected to establish we believe that the experience both the committee and the other Steering Committee members is a valuable one. The Committee aims to identify trainers during 1993. These trainers will set up the project practically and provide media services in the community.\*

**AIM 2:** In addition, CWP will assist the Western Cape Region of the ANZ and the Student Resource Centre of WWC with the installation of their media facilities and related training.\*

#### **April to September 1993**

The following was achieved:

\* We were actively involved, through the Media Trainer's Project, in developing a media training programme for the WWC in Botswana.

#### **October 1993 to March 1994**

The following was achieved:

Due to internal problems within the ANZ CWP the programme was put on hold until after March 1993 however during this period we met with the new CWP office to plan for the future which began in April.

and it "While these (the above)-developments are planned to create the context for much of the short course skills training, WP will also remain highly responsive to requests for short courses, introductory workshops and demonstrations from all progressive organisations and will actively promote the inclusion of these as a component of other educational programmes; health, literacy, organisational etc."

April to September 1998:

The following was achieved:

- \* Introductory workshops to generate organisational needs from both the WPP - International WPP Branch
- Polska/Poland/WPP Branch
- European Environmental Group
- Iceland
- Mexico Via Mexico
- South Forelands High
- WPP Dept. of Adult Education and Literacy Work Studies

\* Two courses printing workshops of the "Solidarity and Democracy" Journal held in Copenhagen in July & later 1998 to March 1999

The following was achieved:

- \* A month-long, Night, Training Course with 100 participants attending the WPP Trade Leadership Course
- \* A three - day (week) training workshop with 1000 community adult workers from the Helsinki Community Health Project.
- \* A half day short course awareness workshop with 1000 students attending the Adult Education Forum at the University of the West of England.
- \* A half day short course awareness workshop for students from South Forelands High

**(3) RURAL INITIATIVES:**

and "WP will also participate in rural initiatives taken by the organisations grouped within the Western Europe Media Trainers Forum for joint training ventures."

To date the following has been achieved:

We have been actively involved in the development and implementation of the WPP-WTF Rural Training Programme for 1998 which aims to develop and implement a coherent media training programme and strategy in consultation with community organisations.

Media training and development in the Oostburg region

- \* Participated in conceptualising, planning of the programme in the Oostburg

1999.

**1 Implementation:** this involved a series of media awareness workshops, basic skills training workshops and one evaluation of the programme. The programme was implemented in various clubs/venues within the County from that period up to November 1999.

2000.

**1 A workshop and planning workshop was held in Dintindaher in February 2000 to plan the way forward for 2000.**

## **(C) CENTRE BASED ACTIVITIES:**

**Aim 1 -** the organisation of short courses, aimed to meet the media education objectives of CRP. (see Methodological Backgrounds in 1999) we aim to include specifically a) a course for secondary school teachers to "speaking out against violence against women" a Women's Media Course for women devised in consultation with the organisers of the Women's Alliance".

### **a) A COURSE FOR SECONDARY SCHOOL TEACHERS**

While this course of work was completed as a priority we did not have the human or financial resources to implement a programme during this period.

### **b) WOMEN'S MEDIA COURSE, "SPEAKING OUT AGAINST VIOLENCE AGAINST WOMEN."**

This media education and training programme specifically for and about women. Its aims were:

- Aim 1.** Investigate the relationship between women, media and violence.
- Aim 2.** To introduce women to practical ways in which women can speak for themselves - through radio, drama, forums, video and posters.

The initial stage of this programme consisted of a series of one day workshops held with a number of groups and organisations. The second stage of the programme is a course of 10 workshops running over the period of April to September 1999.

#### **April to September 1999**

The following was achieved:

- 1 Conceptualising and developing the course
- 2 Consultation with relevant organisations and individuals
- 3 Fund raising for the course
- 4 The setting up of a Steering Committee which met on a weekly basis.

#### **October 1999 to March 2000**

The following was achieved:



STUDENTS FROM MITCHELL PLAN IN A WORKSHOP ON AIDS



**SEVERAL PROJECTS START WORKING WITH THE MEDIA TRAINING FORUM  
RURAL TRAINING PROGRAMS IN THE RURAL AREA OF THE OVERSEAS.**



• They work closely with the course facilitators/course leaders in preparation for the training.

• A series of one-day workshops. The aim of these workshops was to:

- To allow the organizations to make an informed decision as to whether they wanted to participate in the second stage of the programme (the longer course) and to allow them to identify interested members of their organizations.
- To allow each drawing and test the course material.

• Workshops were held with the following organizations:

- FOCAP / Women's Forum
- MFI Women's League
- SIDA / Libanda - a women's counselling group
- FVWA
- FVHC
- Muthi Trust
- SIDA

• Meetings were held with these organizations outside to lead a workshop to inform them about the longer course.

• Organized two Monday After Nooning for various interested organizations. These forums updated members on the progress towards the course and discussed issues such as finance, venue, education and costs.

## **C.) TRAINING COMMUNITY AIDS WORKERS IN COMMUNICATION SKILLS**

The programme targeted an increasingly AIDS endemic working within the Infectious Community Health Programme and the ACH Programme of the Program and Primary Health Care Network.

**Aim:** The broad aim of the programme was to develop a method of using cultural forms within educational and development programmes, in this case AIDS education programmes and to explore ways of integrating these forms of communication into the current AIDS education programmes run by the ICAP and the FVHC.

The programme had a two-fold aim:

- To introduce the participants to a range of cultural mediums (e.g. drama, poster making, puppet making etc. through practical workshops).
- To develop ways of using these mediums within the ICAP and FVHC AIDS education programmes.

**Weeks to March 2002**

The following was achieved:

The programme, which ran over three days from November to December, explored a wide range of media. Much of what was produced the participants' T-shirts and banners in particular was used for World AIDS Day on the 1 December.

An evaluation of the course was conducted with the participants in February 2002 (available on request).



## 2. PRODUCTION UNIT REPORT

**2002**, the establishment of a small self-supporting production and printing design and small-scale print / production service for posters, T-shirts and banners.

This is intended to provide an income to contribute towards the center's rent and equipment costs.

It will serve a process involving "flexible team" consisting of community, political and worker organizations.

### **April to December 2002**

During this period the unit functioned without a Coordinator. The existing staff took on production work in addition to their existing educational programmes. We employed contract workers where necessary.

The following was achieved:

\* Production of a cheap well-received design and production service to an existing and increasingly broader "flexible team"

\* Developed a framework for a "business plan" for fully budget production unit for 2003.

\* The media production, which has been produced by project staff and interested workers between February and June generated a surplus of \$ 15,000.

As our existing system was not yet cost effective the bulk of the money covered the cost of contract workers and materials.

\* The BOWDON A&M Poster Project

This series of nine posters designed and produced by CARP for the BOWDON Community Health Project began in 2002.

CRIP is presently raising funds to expand the project which will include a workers handbook and a students handbook.

### **January 2003 to March 2003**

From January the Full-time Cleaner Coordinator shifted into coordination of the production unit with the intention of transitioning it into a fully functioning Production Department.

A suitable amount of his time was spent handling new documents and files in the new three-worker unit would provide follow up support to the Community Health Projects established by the Full-time Cleaner program.

The following was achieved:

The main objective for 2003 is to establish the Production Department in the Media Dept.

The first few months of this year were taken up with developing the business plan







## 3. FULL TIME MEDIA/COMMUNICATIONS COURSE FOR RURAL AREAS REPORT

The primary aim of the (BRLC) Course was to develop communication facilities with sufficient practical, theoretical knowledge, and organizational skills and with leadership qualities, to enable them to develop communication facilities, to organize activities within their organizations and communities in the rural areas.

With This aim of the second-year of the course was to facilitate the setting up of communication media resource centers in the following areas ;  
Nampalassa, De Aar, Grootfontein, Namibia and the Eastern Cape area around Port Elizabeth.

### CONTENT, METHOD AND STRUCTURE.

The content, structure and educational methods of the course was designed to facilitate our reaching the above stated aims.

#### 1. THE METHOD.

The method employed for (BRLC) was one that followed open distance education course programmes. The students were given assignments to complete which will be monitored by the organizations and the field project staff.

#### EDUCATION WITH PRODUCTION.

The course included some of the principles of education with production. The work that students did for their assignments was paid for as part of the organizations for whom the work was produced - material costs. The assignments set by the Media Project were identified for practical nature so as to accommodate the needs of organizations. However, there have been limited success in getting organizations to pay for these materials.

January and September 1999

The following was achieved:

#### \* FIELD TRIPS TO THE VILLAGES/COMMUNITIES

\* WORKSHOP 1 - Introduction to rural

\* WORKSHOP 2 11 January to 16 June

### LAYING THE FOUNDATIONS.

1 February to 27 March. Trainers began discussions with their organizations and communities in relation to setting up the communication resource centres.

They began to set up administrative and office space for themselves to work in.



PAINTING POSTERS ADVERTISING THE GREENSTOWN MEDIA COMMITTEE



COMMUNITY RADIO TRAINING FOR THE GREEN TOWN PROJECT



INDIA, STUDENT LEARNING & EXCHANGE THROUGH RESEARCH



THE OFFICE OF THE DE. AMERICAN PROGRAMS

trainers: research community and organizational needs and abilities to address the media resource issues. Trainers produced a written report which they submit back to the organizations and to the Media project.

\* Some students did very little work on this task and submitted very scanty reports. This meant that they remained isolated from the communication problems in their areas as they had not done sufficient work on finding out what the real needs were.

The trainers identified volunteers to assist them in the various areas to produce journals for the community and the organizations and in the running of study clubs for people from the organizations and communities who they will be assisting with their communication needs.

\* There was enough success in gathering this with some areas meeting quite well with this task. Most areas found some volunteers, however most of them were men.

Trainers received little access equipment during this first period of the course to use for running training workshops and producing posters, leaflets and T-shirts for the organizations.

\* All of the areas did this except for 1 location.

Trainers were expected to complete the project assignments which they will provide from the course specifications. One of these was to be a lesson which the trainers will have to prepare for their first workshop/workshop hour.

\* The first research assignment was done with limited success while the second research paper was generally not submitted on the stipulated date. In terms of the lesson which the students were supposed to have prepared, in some cases this was not done adequately.

## **WORKSHOP ONE, FACILITATION AND TEACHING SKILLS.**

The trainers went through intensive training to learn facilitation and teaching skills.

### **GOALS**

1. The trainers should be able to plan and run a workshop which (a) teach people basic media skills and (b) raise their awareness about some of the critical issues in media.

2. The trainers should have with sufficient understanding of educational theory / methodology to be able to plan and run basic media educational and training work shops.

3. The trainers should have the workshop with some workshop material which they would be able to take back to their areas. They should have with all the areas any materials and resources to run work workshops.



\* Most of the goals set for this first workshop were met with a focus on a. skills across skills b. general media awareness, c. producing self-reports, pdfs, brochures.

The research project for the trainers for this second part of the course focused on printing photographic and graphic design work to their own areas. As part of this session the trainers were expected to demonstrate the theory, skills and layout and facilitate a programme to deal with the issues of both local library (the facility to read and write) and community (the training to read and use pictures to communicate) the research was for both sets the workshops which the trainers would be doing in this course.

## WORKSHOP 2. PRINTING AND GRAPHIC DESIGN SKILLS.

Trainers were expected to come to the workshop with their own research paper on the printing and graphic design work to their areas.

### GOALS

1. The trainers should leave the workshop with sufficient skills to design and print a non-linear poster.
2. The trainers should be able to design and layout a newsletter.
3. The trainers should leave with improved writing skills.

\* In our evaluation it was agreed that we had achieved these goals although some of the students were still not fully confident to some of the areas, e.g. designing and printing a newsletter. They said that they would like further training in this, especially with regards the use of computers (IT). We had wanted local groups to lead progress of the workshop. There were still greater problems at least one of the groups where the most students considered themselves making it difficult for the trainers to learn.

\* In our unit for Elizabeth students brought examples of the work that they have been doing.

### September and December 1998

The main objective for this last part of the year was to complete the third work shop for the year starting with community visits and do the evaluation at the end of the year.

## WORKSHOP 3. COMMUNITY RADIO

The trainers were given recording equipment to produce interviews and documentary programmes to be distributed in classroom topics for broadcast on radio. The students already with their skills and managed to cover most of the production skills. However we did not manage to reach any school libraries which our radio. Radio was not as clear as we had hoped. This workshop was relatively successful and the students took the equipment back to their areas as part of their "local" equipment.

impact of the following and the evaluation of the workshop it was felt that it would be desirable to extend this work and have workshop with us to include management skills.

## WORKSHOP 4. ORGANISATIONAL MANAGEMENT

This last workshop of the course was to have an evaluation of the course and plan for the follow up programme to start in 1993. However we managed to get JMB involved by providing some training in management skills as the workshop was expected to include this and a final workshop on tourism.

The evaluation was run with the help of JMB and is available in a final report. JMB's final evaluation was that we had managed to equip the students with a lot of practical skills but noted that there was a lack of organisational skills in particular in developing a vision and get people in the community around voluntarily so that the status could be managed properly.

In many ways we only succeeded in pulling the basic foundations down, in the end we realised that in order to succeed in the task we would have to help in the organisational activities. These students also were pessimistic about whether they were successful than those who had not.

It has been the most successful and the most difficult work. It has been very useful to see the initiative completely due to internal community struggles which occurred in the relationship between the two students and consequently in the relationship between the project and the community.

### January and March 1993

The following was achieved:

In January 1993 the basic project employed basic staff services. Marie Hansen, as a field worker. In June an 18 month contract, to last to two 1994 to provide follow up support and assistance training for 1993. It includes JMB in an article through evaluation of the 1991/2 Course and the basic, non-based Community Media Project (CMP).

During January for facilitated JMB with the work undertaken to take with the course and established telephone and other communication with them.

During February and March for made field trips to Haders, Springfield, La Jolla, Sacramento and San Diego.

**JMB:** The aim of these trips was to introduce JMB to the Management Committees of the CMPs and to make a needs assessment of each project.

In Haders, in the basic office work analysis, we prepared the first of the continuing training programme for the CMPs which took place at CMP in April. This preparation included meetings with other organisations, in particular JMB, to discuss their participation (organisational management) in the training.

**OTHER ACTIVITIES FROM APRIL 1992 TO MARCH 1993.**

- \* Participated in an internal NCAE evaluation and strategizing process.
- \* Assisted the (PPE) Media Training Proposal Support Group.
- \* Participated in the working group and the Executive of the Media Training Forum and attended the National Media Training Forum Conference.
- \* Attended the Commonwealth Media and Democracy\* Festival in July 1992.
- \* Participated in the Training Sector Network (TSN) of the Regional Development Forum and attended the National Conference in November 1992.
- \* Join British in the NCAE representation on the COMBATS MEDIA AND COMMUNITY PARTNERS\* Board of Directors and has attended meetings in Commonwealth on a regular basis during the year.
- \* Represented on the Book Radio Working Group.
- \* Attended the Book Radio Conference in March 1992.
- \* Participated in the Joint Evaluation Programme of a regional level and attended the week-long National JEP Conference in March 1993.
- \* Participated in a two-day Gender and Development workshop in Wellington in March 1993.
- \* Two of our staff members were students in the ICF and PPE adult education courses.