



The Grail
Centre Trust

REPORT

JULY 2014 – JULY 2016



Training for Transformation

FOR PEOPLE. WITH PEOPLE

1. General information

1.1 Name of Partner Organization - The Grail Centre Trust

1.2 Project Title and Number - Training for Transformation 100-900-1455 ZG

1.3 Reporting Period - 7 July 2014 – 7 July 2016

1.4 Brief description of how the report was prepared - The report was compiled by the Training for Transformation (TfT) Programme Team. Data presented in this report include the Mozambique Angola Project (MAP) submitted by the project coordinator. Telephone interviews with some of the TfT graduates and relevant internet sources were used to verify statistics. The most significant TfT stories from graduate's practice were collected and used as outcome evidence.

2. Changes in the period setting

2.1 Important changes in the project setting

According to the United Nations Refugee crisis (www.unhcr.org), the world is witnessing the highest levels of displacement on record. Globally, 63 million people are forcibly displaced, among them are 21.3 million refugees, over 50% of which are under the age of 18 years. 10 million stateless people move from one country or continent to another in search of basic rights such as food, shelter and clothing. Africa is not spared these catastrophes. 29% of the 63 million of the forcibly displaced people are from African countries. The continent continues to be characterized by regional and national conflicts, unemployment, increased violence, crime and famine. For instance, Mozambique's 2011 oil discovery did not save the more than 24 million people live below the poverty line (MAP Jan - June 2016 report). The country is experiencing the worst debt crisis, facing major near term liquidity, currency depreciation and a resurgence of violence between the ruling party and the main opposition party.

Young people from African countries do not only migrate to Europe, but increasingly to South Africa. The World Bank data (2014) estimated that 1,106 refugees live in South Africa. Another estimate is that 2.2 million refugees are living in South Africa (Wikipedia). The majority of these refugees are not documented. The xenophobic attacks of May 2015, which saw young South Africans attacking immigrants, are one facet of the complex set of consequences of illegal immigration.

While TfT does not have the material and financial resources to assist and support organizations to curb these social problems, the training does offer the skills and tools that empower development practitioners to facilitate open dialogues that increase people's capacity to tackle the problems in their communities.

2.2 Significant changes within the organization

There have been two major organizational changes: a) The retirement of TfT book authors and founder members of The Cape Town Grail Centre Trust; b) The resignation of the Grail projects directors.

Sally Timmel and the 'late' Anne Hope, the co-authors and founders of TfT and former board members of the Cape Town Grail Centre Trust retired to the Pilgrims Place in the USA in 2014. Two other Grail sisters joined the Trustees.

Two Directors of Mthimkhulu Community Development, another Grail Centre Trust project, resigned for better paying jobs. The project is currently being restructured and coordinated by a retired board member.

The Grail Trust Projects Accountant resigned in June 2014 and a new Accountant was appointed in October of the same year. The untimely resignation by the Projects Accountant was problematic for financial recording and auditing. The new Projects Accountant worked with the Trust Accountant to organize and bring up to standard the financial records and audit.

3. Implementing the TfT project and achieving its objectives

3.1 To conduct introduction workshops in Mozambique and Angola

TfT facilitated 6 introduction workshops and equipped 291 community activists and local leaders with skills to organize for social, economic, and political activism. Additionally, 5 trainers from MAP attended TfT Diploma Courses and were empowered with skills and methods to train community leaders and activists. (See table below)

Table 1. MAP Introduction Workshops, Certificate and Diploma Courses

| Country | Number of Workshops | Number of people trained | Diploma and Certificate Course attendance |
|--------------|---------------------|--------------------------|---|
| Angola | 2 | 33 | 2 |
| Mozambique | 4 | 261 | 3 |
| Total | 6 | 291 | 5 |

Training outcomes in Mozambique include:

1. TfT Grail Trust registered in Mozambique. The goal of the trust is to increase the participation of the disadvantaged sections of society, especially women, in social and economic development through the training of leaders from community based organization in Mozambique. To achieve this, TfT Mozambique collaborated with the Catholic Church Diocese of Beira and the Grail Portugal.
2. A community based organization, called SPARK registered by TfT graduates in Maputo. The goal of SPARK is to combat drug and substance abuse in high schools. In the two years of its existence the organization has trained 106 facilitators from two seminaries, township youths in Maputo and high school students to facilitate campaigns against drug and substance abuse. (see annex 1)
3. 400 Community members established 13 credit schemes to support their children's education.
4. 30 members started a dairy cooperative that produces milk and other dairy products for local communities. According to women co-operative members, the project has improved children's nutrition because they get more access to milk.
5. TfT graduates facilitated community development skills workshops to 49 third year pastors in training at three institutions, the United Methodist Church Theological College, Cambine and Ricatla Theological Seminary Schools in Maputo.

3.2 To hold an International Think Well

TfT facilitated an international Think Well attended by 36 TfT graduates and facilitators from 16 countries. The countries included; Australia, Brazil, Canada, England, India, Indonesia, Ireland, Kenya, Rwanda, South Africa, Sudan, South Sudan, Tanzania, Uganda, Zambia and Zimbabwe.

500 copies of "Training for Transformation in Practice", a collection of stories and testimonies from TfT graduates and practitioners' experiences, was published and distributed.

3.3 To hold Regional Think Wells

Two regional Think Wells attended by a total of 65 TfT graduates from six countries; Malawi, Mozambique, South Africa, Swaziland, Zambia and Zimbabwe were facilitated in South Africa (33) and Zimbabwe (32).

5 Regional teams and geographic areas were identified as; Indonesia, India, Southern Africa, East Africa with special focus on South Sudan, and 'Sudan' and West Africa.

66 projects reaching out to 5,346 direct beneficiaries were established in four countries. It is estimated that in some countries one direct beneficiary could reach out to more than 20 people through community based trainings and project activities. The number of indirect beneficiaries

Table 2. *Projects and direct beneficiaries*

| Country | Number of Projects | Type of Projects | Direct beneficiaries |
|--------------|--------------------|---|----------------------|
| Indonesia | 44 | Tourism Tree planting Animal husbandry Virgin coconut oil processing Organic Farming | 1,062 |
| Mozambique | 15 | Training in community facilitation Credit schemes Dairy farming Anti-drug and substance abuse in schools | 2,964 |
| Nigeria | 2 | Libraries for children Tie and Dye | 700 |
| South Sudan | 4 | Gardening Credit schemes | 400 |
| Zimbabwe | 1 | Training CCJPZ diocesan staff, priests, and lay leadership from 7 dioceses | 220 |
| Total | 66 | | 5,346 |

The above table demonstrates that more projects (44) were launched in Indonesia. The rationale is that Indonesia introduced TfT within the period of reporting (2014 -2016). Furthermore, the people involved in the training had a quest to take control of their socio-economic and political situation.

In other countries TfT graduates diversified and solidified existing projects. For example, in Zimbabwe, Evernice Munando, TfT graduate 2013 and founder of Female Students Network (FSN) won a 2016 UNESCO award for promoting education for women and girl children. The network has a membership of more than 40,000 female students. (see annex 2)

All the projects are based in marginalized communities. It is estimated that 80% to 100% the beneficiaries are women, especially in Africa. In Indonesia, the direct beneficiaries may include 45-50% men because the training was accessed by majority men who could speak Bahasa, the official language, not spoken by rural women.



“We women do small things that have great impact and people respect us in our communities. This respect improves our relationships within the family.” Elizabeth, Indonesia



“According to the traditions women are not even supposed to speak in meetings; electing them into leadership position is a cultural revolution.” Swanvri Soyogya, Institute Bogo, Indonesia.

3.4 To complete Certificate and Diploma Courses

132 participants attended Certificate and Diploma Courses facilitated at The Grail Centre. The TfT 2016 (32) participants will be completing the training by end of October. (See table on the following page)

In their communities, TfT graduates trained 1,564 community leaders. Each graduate trained a minimum of 12 community leaders. In some countries graduates trained more. For instance, in South Sudan 400 women were trained. In Western Papua, Indonesia, Maria Latumahina trained more than 40 women from Raja Ampat, Numfor and Wolo communities. Additionally, she co-facilitated 6 TfT Introduction Courses that trained 57 facilitators, who in turn organized 1, 062 people into various initiatives that benefited whole communities. (see annex 3)

Table 3. TfT participants 2014 - 2016

| Country | 2013 -2014* | 2015 | 2016 | Total |
|--------------|-------------|------|------|-------|
| Angola | - | 3 | - | 3 |
| Brazil | - | - | 1 | 1 |
| Indonesia | 1 | - | 3 | 4 |
| India | 2 | 3 | 4 | 9 |
| Kenya | 2 | 3 | 2 | 7 |
| Malawi | - | - | 1 | 1 |
| Mozambique | 2 | 1 | 2 | 5 |
| Nigeria | 6 | 3 | 2 | 11 |
| Portugal | 3 | 1 | - | 4 |
| Scotland | 2 | - | - | 2 |
| South Africa | 16 | 2 | 6 | 24 |
| Sudan | 5 | - | 1 | 6 |
| South Sudan | 3 | 3 | 3 | 9 |
| Tanzania | 2 | - | - | 2 |
| Uganda | 5 | 2 | 1 | 8 |
| Zambia | 8 | 8 | 4 | 20 |
| Zimbabwe | 9 | 5 | 2 | 16 |
| Total | 66 | 35 | 31 | 132 |

In West Africa, TfT graduates (2013-2015) in Nigeria bought land and built a Centre for Transformation (CfT) in Lagos. The organization works with 300 children setting up children’s libraries in the villages. More than 400 women were trained in income generating projects. CfT provides skills training for rural women in Bangalore India and South Sudan. Additionally, CfT worked with CCJP in the north of Nigeria to rescue 80 girls from Boko Haram and put them back into school.

In East Africa ‘South Sudan’ TfT books are being translated into Arabic. The first two volumes will be printed by end of September 2016. Equatorial Women’s Association trained 400 women. Organizing women’s clubs into credit schemes, income generating projects, and training women improved their capacity to survive conflict and economic crisis.

* **Note** - 2013 -2014 combine diploma and certificate courses

In Zambia, ten diaconal workers who are TfT graduates organized training for more than 200 women. The training equipped women with skills to raise awareness on HIV/AIDS, child sexual abuse, and early marriage of girl children. The diaconal workers assisted women’s groups to start income generating projects in agriculture, food processing and packaging.

In Zimbabwe TfT graduates co-facilitated a Certificate Course for CCJP.

3.5 To mentor and monitor the Impact Study

An external impact study was carried out in 2014 using three approaches, 1) online, 2) face-to-face, and 3) staff interviews. 300 participated in the Impact Study. Findings of the study were summarized in three segments, 1) graduates, 2) organizations 3) communities with whom the graduates engage.

Graduates

Graduates’ growth was manifested in three areas; 1) **Personal Mastery**: self-discovery, personal forgiveness/reconciliation and a growth of cultural and religious tolerance. 2) **Transforming Thinking**: moving from narrow, limited and confused thinking to more rigorous and open search for knowledge. 3) **Theoretical understanding**: the ability to see community members as subjects and central actors in their own process of development.

Organizations

Improved technical skills, the capacities to facilitate, plan, research, communicate, both verbally and in written work. TfT graduates either assumed new positions in the organizations or launched new organizations. For instance, Mable Sichali, TfT graduate 2011 from Zambia, was appointed as Director of the Social Division in the United Church of Zambia (UCZ). Josephine Katsande 2003 TfT graduate from Uganda is one of the founder members of Rwenzori Women’s Association, an organisation to improve the living conditions of rural and urban women.

Communities

Increased community ownership and involvement; widening the scope of projects to ensure a more

holistic approach; empowering women and girls; building peace amongst rival groups; holding government and political party officials accountable for their actions.

4. Conclusions

4.1 Lessons learned within the specific period

There were six most significant lessons; 1) TfT regional coordination, 2) Network with funding partners, 3) Decreasing donor funding for civil society organizations, 4) Cyberspace effective communication strategy, 5) TfT Introduction Courses, 6) Payment for TfT Diploma and Certificate Courses.

1. TfT regional coordination

MAP project tariff calculated on South African rates was 60% below actual costs especially in Angola. 51% funding to support MAP was too prohibitive for TfT to continue with workshops in Angola.

The new approach is to build the capacity of regional teams by decentralizing the training TfT Mozambique is registered as a separate entity and will be fundraising separately.

TfT developed a curriculum for Introduction Courses to standardise regional training.

2. Network with funding partners

TfT Introduction Courses with CAFOD and TROCAIRE partner organizations paved new cooperation with CCJP in Zimbabwe. Rooted in the church, TfT could enhance the church's capacity to influence and respond to the socio-economic and political crisis in Zimbabwe.

3. Decreasing donor funding for civil society organizations

Even if the new strategy was to prioritize TfT for South African civil society organization, the training was suspended because most of the partner organizations experienced financial challenges.

The new approach is to assign two staff members to focus on South African organization.

TfT will prioritize the Anne Hope Legacy Fund scholarships for South African organizations.

4. Cyberspace effective communication strategy

TfT website and Facebook enable graduates to share experience and support each other in their practice. TfT information is accessibly to more people.

The new approach is to increase TfT accessibility by launching a separate website from the Grail Programmes one.

5. TfT Introduction Courses

TfT generated more than 3 million rand (Rand 3, 000.000) through 16 Introduction Courses facilitated that trained 467 facilitators in 7 countries, Angola, Ghana, Indonesia, Mozambique, South Africa, Zambia and Zimbabwe. The attraction to this approach is that organizations minimize the costs and maximize output. The amount used to support one person in the Diploma Course could be used to empower 12 people with basic participatory community development skills.

6. Payment for TfT Diploma and Certificate Courses

Sending organizations contribute 20% towards the Diploma and Certificate courses. The approach changed their attitude towards the training. Competent staff is seconded for training and supervised by organizations during home phases.

The strategy is to continue to attach tariffs for the Diploma and Certificate Course participants, even if the contribution covers transport to South Africa only.

5. Internal and external actors and stakeholders

5.1 2 part – time employees

Eunice Ndlovu – Accountant part-time shared with Mthimukulu Community Development (another Grail programme) with BA in accounting.

Judeline Clark – part-time academic moderator with a MA in clinical psychology and PhD in Black women's life narratives of trauma, from Manchester Metropolitan University, UK.

5.2 Co-operation with other partners

1. TfT signed two year 2014- 2015 Introduction Courses partnership for training with Papua Provincial Planning Agency, and Christian Brothers African Province.
2. In South Africa TfT facilitated 9 Introduction Courses for three partners, Development Action Group (DAG), Goedgedacht Farm Trust and Women on Farms Project.
3. TROCAIRE and CAFOD funded the TfT training of their partner organizations in Zimbabwe.
4. CCJP is hosting 2016-2017 TfT Certificate Course for the priests, lay leadership and field officers from the 7 dioceses of Zimbabwe.
5. Kimmage Development Study Centre certifies the diplomas and certificates in development education offered through the training.

6. Planning, Monitoring and Evaluation

6.1 Actors and procedures of project steering

Planning, Monitoring and Evaluation include;

- Long and short-term strategic planning (see annex 4)
- Developed an evaluation instrument (see annex 5)
- Annual/biannual review and planning with the TfT fulltime team
- Weekly team meetings to review and plan activities
- External impact study with more than 300 TfT graduates and community activists
- 2 Regional think wells with 65 TfT graduates
- 500 TfT in Practice stories from TfT graduates book published and distributed
- 12 stories of most significant TfT practices and 12 newsletters published
- The Grail programmes Board of Trustees responsible for the execution of the Grail programmes
- The Grail Centre Trust Policy and Procedures a governance document for the projects.

7. Outlook Sustainability

TfT could be rated at 40% sustainability. In 2015 TfT generated 2 million rand through Introduction Courses, cluster funding, and contributions from sending organizations.

7.2 Sustainability for the continuation of the measures

1. Decentralization, setting up and strengthening TfT graduates' training within their regions.
2. There is increased demand for skills and methods to engage with communities especially from civil society organizations.
3. TfT strategically placed to provide skills and tools through training.

7.3 Activities for fundraising and to increase self-financing

- Introduction Courses
- Book Sales

- Anne Hope Legacy Fund
- Contributions from sending organizations for participation in Diploma and Certificate courses
- Cluster funding for country or organizational teams
- Donor partners

8. Summary

8.1 Summary assessments

66 community projects launched in four countries coordinated by trained activists, some of the effects include:

1. Women elected into local government Indonesia
2. Women able to pay for children's education in Beira Mozambique
3. Girl children rescued from Boko Haram in Nigeria
4. Safe spaces for women suffering from gender based violence in South Africa
5. Safe spaces for female students at tertiary institutions in Zimbabwe

8.2 Effectiveness

The project achieved 90% of its objectives. The challenge was with the Mozambique Angola Project because the tariffs were underestimated and there was no partner organization to work with in Angola. The Mozambique Angola Project was not only under budgeted '60%', but it was also not possible to implement the project from Mozambique as there was not direct contact person in Angola.

8.3 Additional Effects

1. Request for TtT by funding partners TROCAIRE, CAFOD Zimbabwe opened new opportunities to work with the Catholic Church. Increased demand for training in South Africa generated substantial income for TtT.
2. Payment for TtT Diploma and Certificate courses improves the caliber of participants and increases the effectiveness of supervision by sending organizations.
3. Lack of funding decreased the number of planned Introduction Courses in South Africa.

8.4 Longer-term impact

TtT rates the achievement of this project to 70% because the majority of the TtT graduates and participants of Introduction Courses were 60-75% women. In South Sudan and Nigeria the participation were 100 % women. Graduates were able to organize communities to launch sustainable projects that responded to their needs.

8.5 Sustainability

TtT rates the sustainability within the target groups at 70%. TtT graduates established sustainable initiatives in their countries without financial support from the Grail Centre Trust.

9. Cooperation with Misereor

Misereor has supported TtT Grail work for over forty years. In all these years the number of countries participation in the training increased to more than 40 from all the five continents.

ANNEX 1 - SPARK MOZAMBIQUE

By Naftal Guambe

SPARK

- Awakening the individual consciousness towards a vibrant citizenship and decent standard of living
- Contributing in the engagement of individuals and communities for their holistic development, where the participative and reflexive education is the fundamental frame in the process of transformation.

Values

- **Deep Meditation** in order to have inspiration from the individual's inner voice for the spiritual and moral development inspired by the One in which our faith rests.
- **Education** through pedagogic methodologies aiming at taking individuals to actively and creatively contribute as the main subjects for the solution of their own problems.
- **Transformation/ Liberation** for full social development which is sustainable.
- **Advocacy** or encouragement of **lobby** in different causes for community development and social justice.
- **Connection** with individuals engaged with the cause of development and well being.

Mission

Lead programs which ensure the prevention and fighting against alcohol and other drugs amongst the youth, and, to guarantee healing and social reintegration of former drug addicted people.

Goal

To contribute for reduction of excessive consumption of alcohol and other drugs amongst the young and young adults in church, schools and prisons.

Specific Objectives

- Ensure a better information about the dangers of alcohol and other drugs consumption amongst the adolescent and youth students;
- Create offices of welcoming and counseling vulnerable adolescent and young students;
- Discourage the sale and consumption of alcohol and other drugs in the vicinity of schools;
- Create extracurricular activities in order to develop a life style with useful skills for life;
- Educate the adolescents and youth for rational use of their financial resources.

Activities implemented

SPARK engaged with ordinary young people from different communities of Maputo to dialogue about the local youth problems which lead to alcohol and drug abuse. SPARK Trained theological students from two seminaries (United Cambine and Ricatla

United Seminaries) on how to engage with people in dysfunctional communities because of alcohol and drugs. SPARK also Trained students at United Methodist Church Community School to be anti drug and alcohol abuse activists.

The table below gives an analysis of SPARK events

Table 1 Trainings and Events

| Training or Event | Participants | | Total |
|---|--------------|--------|-------------|
| | Male | Female | |
| Workshop with Chamanculo youth | 7 | 9 | 16 |
| TFT introductory course in Cambine Theological Seminary | 8 | 10 | 18 |
| Training of 1st Students Anti-drug activists | 14 | 11 | 25 |
| TFT introductory course in Ricatla Ecumenical Seminary | 12 | 19 | 31 |
| Training of 2nd Students Anti-drug activists | 7 | 9 | 16 |
| First School community awareness | | | 450 |
| Second School community awareness | | | 700 |
| In class awareness 6 classrooms | | | 1256 |
| Total people trained | | | 2512 |

Future plans

- To expand the program and reach 6 Primary and Secondary schools of Kamubukwana municipality District until 2017;
- To have one student's advisor in each school SPARK operates;
- To start anti drug Prison Ministry;
- To create sustainable approach to the planned activities.



Student's community awareness on the effects of drugs abuse, Mozambique

ANNEX 2 - EVERNICE MUNANDO AND THE UNESCO PRIZE 2016

International and national Awards come rolling in for the work of Zimbabwean TFT Graduate!

Evernice Munando is the founder and director of Female Students Network Trust in Zimbabwe and a TFT Diploma graduate (2012-2013). The Female Students Network Trust (FSNT) has been recognized for its initiative entitled “*Empowerment of Female Students in Tertiary Education through Leadership Development and Mentorship Programmes*”. This programme has been awarded the UNESCO first edition prize for girls and women’s education, 2016. The star of FSNT is obviously shining brightly as this international award comes shortly after it received a national award sponsored by the ZIMRIGHTS, with FSNT being voted the ‘Outstanding Human Rights Defender (HRD) Civil Society Organization of the year, 2015.’

The Empowerment of Female Students Programme is one of the initiatives that stemmed from a baseline survey which explored the indicators, prevalence and awareness of sexual harassment in tertiary institutions in Zimbabwe. The conclusions of the survey were that only four of the 21 sampled institutions had sexual harassment policies in place. The major perpetrators of sexual harassment of female students were found to be male lecturers followed by male students, non academic staff and lastly other females. These findings provided FSNT with a basis to formulate a way forward in line with the objective to create a favorable learning environment for female students at tertiary institutions around Zimbabwe. FSNT developed a two-fold intervention depending on the existence of policy. Where there is policy: Effective Implementation; Conscientization of students and Monitoring and Evaluation. Where there is no policy: Advocate for Formulation; Mobilise Female Students; Engage relevant stakeholders. At National Level a multi-sectoral approach is adopted that includes communities, civic organisations; police, legislators and medical personnel.

How TFT skills and methodologies contributed towards these achievements

FSNT’s programming and culture is rooted in TFT principles. In order to effectively roll out its plan, the network draws on Paulo Freires ideologies. This has helped the organisation discover unique practices that are worth translating into its own context. The organisation also adopted a systems approach to intervention for Social Transformation. The “Holon” model represents the importance of this link, focusing on the self and developing individuals in order to simultaneously impact the wider community. One of the applied concepts has been on the relationship between liberation and education. This has become an effective ideological tool in the Network’s efforts

to demanding that the dignity and the rights of female students in Tertiary Institutions (TEIs) around Zimbabwe be observed. The ideal has therefore formed the core of the organisation’s efforts in the struggle to create a vibrant female movement in TEIs, where young women are proficient in understanding their rights and capable of demanding their rights to be observed. This in turn creates a conducive learning environment in these institutions. In addition, the learnings have become vital in the conscientization of female students to realise their capacity to hold meaningful leadership positions in all student bodies and beyond institutional level rating from 1% at the inception period of the Network to 35% at present. FSNT has to date a membership base of over 40 000 female students spread across the 36 TEIs of the ten provinces of Zimbabwe.

“Digging Deeper” to get to root causes

The Network has also adopted the familiar TFT popular education concept of “digging deeper” as a method used in facilitating workshops, to unearth the roots of the challenges facing female students in TEIs around Zimbabwe. Popular Education has been the basis in the organisation’s workshop designs that are used to facilitate the Network’s engagements with the students in a participatory manner. The TFT designs have been an essential tool to uproot the challenges faced by the students themselves affording female students to take the lead in seeking redress. The process raises critical consciousness thereby allowing the students to meaningfully challenge the status quo and come up with vibrant solutions to these challenges thereby holding authorities accountable. The Paulo Freire’s concept which stipulates that people should not be treated like objects but rather subjects of their own learning thereby involved in advocating for the changes that they would want to see.

Dialogue has become an effective tool at the centre of the organisation’s efforts through engagement of stakeholders (Students, Deans, Ministry of Higher and Tertiary Education Science and Technology Development, Ministry of Women Affairs Gender and Community Development) in the drive against sexual harassment which is one of the pertinent issues and theme for 2016.

Generative themes and problem posing helped the network to become unique in its interventions with female students in articulating issues of sexual violence. In this regard, female students are given an opportunity to identify their own issues and proffer solutions by taking the lead to action. This has achieved results especially during the national baseline survey where female students “named and shamed” lecturers as the perpetrators. Students

are free to express themselves openly during the random sampling methodology of research. Listening surveys are constantly used during “laundry cafés” with female students. The process creates space for female students to informally share stories and for FSNT staff is an opportunity to gather original stories. Real issues came through during listening surveys and helped the network to re-strategize its programming by compiling stories of change to be used as study cases.

FSNT advocates for an improvement in accountability and for authorities in colleges and universities to create favorable learning environments for girls and women and push for the establishment of sexual harassment policies in institutions of higher learning. Engaging with authorities on issues that matter has helped the Network to understand better the playing field and be able to re-think and adjust their interventions within the systems. The Government of Zimbabwe is one of the most difficult hence involving them in the Network’s interventions has improved its response towards issues of female students and somehow forced them to listen and co-operate. The FSNT works with the government (Ministry of Women’s Affairs, Ministry of Higher Education and the relevant portfolio committees of the Parliament) in carrying out policy advocacy and lobbying on issues affecting female students in the country.

FSNT continues to roll out awareness campaigns on issues of sexual harassment and has held several workshops to discuss way forward and identify gaps from the grassroots in order to deal with this predicament.

As a network we are vibrant in leadership and capacity building, as well as mentorship programs that have so far proven a success. This is evidenced in universities like National University of Science and Technology (NUST) and many others that never used to allow a female to occupy the SRC presidential post but have since changed through the Network’s efforts. The Network’s efforts also enabled Mutare Teacher’s College in 2012 to have an all female SRC team thus showing proving how FSNT has played a very vital role in enhancing female leadership capacity.

FSNT continues to be inspired by its director and the founder of the network, Evernice Mundando, who completed a Diploma through TFT. This energised her to nurture and grow the Network to its current dimension. Emanating from an activist background TFT shaped and molded Evernice to become a leader of difference, who came to believe in dialogue rather than throwing stones as she did as a student leader.

Evernice thanks the TFT family, with a big thank you to Anne Hope and Sally Timmel, the pioneers of TFT and Ntombi Nyathi and team for being the implementers of TFT.

ANNEX 3- MARIA LATUMAHINA HER WORK IN INDONESIA (PAPUA)



My AHA moment and how I have been applying Tft methods

For over 2 years I have been delivering a set of trainings applying Training for Transformation method to the Homestay Association of Raja Ampat. Homestay Association is a “community based” organization set up by local homestay owners of Raja Ampat communities who are striving to demonstrate their capacity to manage their natural resources, to protect their land as their livelihood and cultural assets and to benefit from it. It is a response to my burning question on “why is it important to start working with community from where there is a strong emotion”. My struggle to discover this is my “AHA” moment.

The AHA moment

AHA moment is a specific terminology of which the Brazilian Educator Paulo Freire introduced. The term “AHA” moment reflects a time when community finds the reason to transform their life. It is a moment when significant meaning emerges from reading a reality through a process of critical conscientisation and the cycle of action-reflection-action. Paulo Freire gave grounding to the notion that knowing can be rooted in critical reflection of one’s actions (Wicks, Reason & Bradbury, n.d). I studied Freire method and practice this at my work. Having to discover my AHA moment; going through moments by moments of struggling with it has been personal. I could recall how I was panicked and my face felt like burning in a Yenbeser village workshop in September 2013. The objective of the training was to build understanding about the importance of social cohesion. It was a 3 day training. By the second day I could see the eyes of 17 participants of the workshop had no life and their face showed no interest. Their body language communicated a total rejection to the training. Further down the line when we get to the third day of the training the participants were finally comfortable to express themselves. Social cohesion is not relevant to them what relevant is how to improve their homestay business, i.e how can they attract tourist. The experience was mind blowing and my memory went back to recall what I studied. Much education has tried to ignore human feelings and concentrated only on reason and action Timmel (1984.p.16) but feelings are facts (Hope & Timmel, 1984). Hope and Timmel also argues that bringing feelings such as hope, fear, worry, anger, joy and sorrow to the surface will deadening sense of apathy. Apathy will occur when ways to meet fundamental human needs have always been blocked.

I pick up the phenomena very strongly in the workshop in Yenbeser. One of the participants said “I lost interest to discuss all these community and conservation related issues. All other NGOs have trained us about it all the time and it never worked. We want to talk about how can we bring more tourists to our homestays”. When the workshop agenda was shifted to explore what are the challenges and the enables to bring more tourists into homestays I saw eyes full of energy and hope. The room was fired up. Moving ahead 73 worked really hard to set up homestay website as a promotion instrument.

My Discovering The AHA Moment; My Lessons Learned

I personally experienced how challenging the process of discovering my “AHA moment” was. It took me a year to finally discover this despite the survey. I learned that Listening is a very essential skill in community facilitating, building critical awareness and pursuing transformative development. In Paulo Freire method, people listen with a clear idea of what they are listening for and that is of issues which people have the strongest feelings (Hope & Timmel, 1984.p.17). In addition to listening skill is an awareness and understanding that animator is not an expert but a learning partner. This awareness would only arise when we try this out in the field; working with community and not for them. The Yenbeser experience taught me that I did not listen enough. When we started to listen by providing support to the development of Stay Raja Ampat website the impact was mind blowing. The energy to engage in the learning process is strong. Incrementally community the member of homestay association started to engage in social issues; they found the reason for engaging social and environmental justice.

The Impact; Homestay Association as an Emerging Power to determine the future of Raja Ampat

In the subsequent village workshop in Warkabu of December 2013 a website of “Stay Raja Ampat” has been fully mobilized, promoting all the homestays, members of the Raja Ampat homestay association. The workshop began with reflection and only 8 people came. We reviewed how the past 3 months went. The participants spontaneously started with how their businesses have been running gone, the challenges and the enables. I could feel the energy, the hope and the excitement. On the issue about challenges, social cohesion popped up and it kept coming up in the subsequent discussions. Hope & Timmel (1984.p.16) argues that everybody thinks education they provide is relevant but who decides what is relevant to a particular community? The penny is dropped. It was such a nice surprise and I felt as if I was flying high to the moon. In the subsequent workshops the number of participants significantly increased. They were range between of

26-50 people. They came without expecting sitting allowance, a perdiem, or what is commonly known as “uang duduk”. Distribution of Uang duduk or perdiem in a community workshop is a common practice in a development industry almost anywhere in the world. Part of the rules of the game found in any development project activities The Raja Ampat homestay owners agreed not to apply this. They found the reason for participating in the trainings that is obviously not money but a learning experience.

By the end of June 2014 Homestay owners built some level of knowledge around business management, they learned about power and justice, communal rights and environmental sustainability. The Homestay Association has shaped themselves as now begun a social movement by setting up a 50-year vision for life in Raja Ampat (Raja Ampat Homestay Association, 2014). Furthermore a medium and a short term implementing strategies are coming into shape with clear roles and responsibilities attached. They emphasised 3 main umbrella programmes which include income generations, leadership and decision making. Last but not least and popular education to share vision and build critical thinking of a wider community members. The social movement have been manifesting in a form of awareness and a desire to hold power to account. They have invited government both at village as well as district level to share information and to learn about various issues such as taxation policy, government budgeting, village regulations on finance and retribution of revenues from tourism for environmental protection and conservation.

What is Next?

The homestay association understood that liberation and transformation take time. It is a long process. Hence the 50-year vision. They have envisioned to reach out the wider community members in Raja Ampat and to share vision, Homestay Association would want to strengthen leadership skills of community members to set up collective decision-making mechanisms to ensure transparency. A 5 year plan which include improving community income generation strategies, decision making and leadership and awareness raising to share and build collective vision. I am personally committed to engage in this process of transformation by providing continues trainings in organizational strengthening and community organizing. People make Raja Ampat! I managed to experience all these, share all the joy and to witness the power of people’s movement only by sharpen my ear; I listened with heart. Again, It was such an “AHA” moment.

ANNEX 4 - SYNOPSIS OF THE TFT STRATEGIC PLAN 2016 - 2020

Training for Transformation believes that life is sacred.

We are called to care for Mother Nature the provider of life to all creation.

We join forces in the struggle to transform ourselves and the world around us

in order to create safe spaces for our children,

and to advocate for equity between women and men

In solidarity with the poor, we pledge for equitable ownership,

control and redistribution of our nations' wealth as hallmarks for liberation, freedom, peace and justice.

The aim of the strategic plan is summarized in the Tft creed proposed by the group underlined above.

Vision - A new level of critically conscious leaders in development education whose theory is grounded in practice.

Mission - To build a global movement of Tft animators from strategic organizations and initiatives, and to equip them with skills to enhance communities' ownership and control of development initiatives that impact on their lives.

Aims

- To train teams of leaders from strategic organizations in development facilitation and animation;
- To establish Tft regional teams as local hubs for Tft Introduction Courses;
- To link community development initiatives with local and global movements;
- To ensure that the issue of climate change is prioritized by community development initiatives.

Strategic Pillars

- i) Cohesive leadership;
- ii) Vibrant citizenship;
- iii) Climate change awareness;
- iv) Child protection;
- v) Gender equity;
- vi) Human and financial resources mobilization.

Strategy 1 - Prioritize high conflict countries and regions: South Africa, South Sudan, Nigeria and Papua (in Indonesia). Support regional Tft teams in rolling out Introduction Courses and Change Agent Training focusing on: community healing, conflict transformation, rights based approach and climate change.

Strategy 2 - Low conflict areas: build strong partnerships with faith based organizations and rights based movements. Facilitate Tft Diploma Courses and refresher courses on: leadership,

economic literacy, social and structural analysis, indigenous knowledge systems, and climate change.

Strategy 3 - Provide a curriculum for Introduction Courses. Support regional teams and facilitate annual reviews and refresher training programmes at The Grail Centre in Kleinmond.

Outcomes

1. curriculum for Introduction Courses;
2. Five Tft regional teams of 5 members each established for West, East; Southern Africa, Asia and Europe;
3. Three Diploma Courses attended by a total of 108 leaders from strategic organizations;
4. 360 animators trained through Introduction Courses facilitated by Tft from The Grail Centre, South Africa;
5. 8,200 change agents trained by regional teams;
6. 164 000 people directly reached by community change agents;
7. 7,500 copies of Tft books volume 1- 3 translated into: Arabic (1500 copies), Bahasa Indonesia (4 000 copies) and in Swahili (2000 copies);
8. Cases of the most significant stories of practice published, 5 x 5 minute videos and 20 newsletters produced and published on Tft website and social media; **ix**) 5 annual reports, 5 biannual reports, 10 Tft external audits and 5 Grail Trust institutional audits produced.

Impact Indicators Tft decentralized; Tft is 40% self sustaining; local leaders held accountable by communities; food sufficiency; gender mainstreaming in local government; child protection laws enacted and enforced; reforestation; Tft youth programmes curb drug and substance abuse among young people and in communities.

ANNEX 5 - TFT MONITORING AND EVALUATION TOOL

CONTACT DETAILS

Name:

Email:

Contact Number/s:

Organisation Website:

Year of graduation:

A. PERSONAL

To be filled in by the Participant/ TfT Graduate

1. What do you consider the most important learnings for you from the Training for Transformation? How have these learnings influenced your personal life journey?
2. What are some of the tools that you have found useful in your work?
3. What are some of the topics covered that you have found relevant and useful in your work?
4. What challenges have you encountered as you implemented some of the TfT methodology?

Personal:

Organisational:

Community:

B. ORGANISATIONAL

To be filled in by the Director

1. In what ways did Training for Transformation strengthen the work of your organization?
2. What are some of the new skills and approaches that your staff member uses after the training to enhance the work of the organisation?
3. What are some of the challenges the organization experiences when using Training for Transformation methods with staff and community groups?

C. COMMUNITY

To be filled in by the community based project leader

1. What are some of the new ways that help you to work on the issues that affect people most in your community?
2. What are some of the new skills and approaches that the TfT graduate uses after the training to enhance the work of the organisation in your community?
3. What are some of the new community initiatives that have resulted from the TfT? (Give examples in 100-300 words)
4. What are the community challenges that are encountered as TfT is being implemented?

TFT IN PICTURES 2014-16



Group presentation. Introduction course MAP, Maputo, Mozambique, October 2015.



Group discussion. Regional Think Well, Harare, Zimbabwe, July 2014.



Josephine Kasande (TfT 2015 graduate) and Mable Sichali from UCZ with Self-Help Group women, Zambia, 2016.



Group sculpture. 2014-15 Diploma Course Phase II, Kleinmond, South Africa, April-June 2015.



Group creative work. 2016-17 Diploma Course Phase I, Kleinmond, South Africa, January-March 2016.



'Energizer'. The Human Rights Workshop run by Jane Sworo, 2014-15 TfT graduate, South Sudan, March 2015.



Evernice Munando, founder of Female Students Network Zimbabwe, TfT graduate 2013, wins UNESCO Prize for Girls' and Women's Education in 2016.



Olutosin O. Adebowale with other TfT graduates rescued 80 girls from Boko Haram and put them back into school, 2015.



Training for Transformation

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