



TRAINING FOR TRANSFORMATION



Annual Report 2009

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Vision

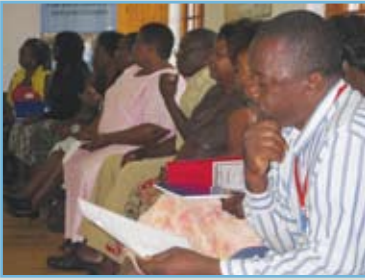
To build a new level of women leadership in development education

Mission

To train teams from strategic organisation so as to enhance their conceptualization and practical skills to empower and engage communities to own and control development programs and challenge and participate in local and national governance.

Through the strategic planning process we realised that the priority activity areas for 2009 were:

- completing activities carried forward from 2008
- carry out the impact study as it is of critical importance for the future of the Training for Transformation programme
- Phase 1 and 2 two-week residential certificate course (34 participants)



CONTEXT

2009 is a year characterized by both life threatening and life giving experiences. The global economic meltdown resulted in spontaneous funding withdrawal from some of Tft strategic donors. As stated in our biannual report, unemployment increase in South Africa added to the swelling crime rate, affecting not only metropolitan towns but also small villages such as Kleinmond and the whole region.

Throughout Southern Africa poverty is a problem. The majority of the rural and urban slum dwellers live below the UN poverty line of 'One USD per day'. For instance, according to the e-news report of the 3rd December, the global economic meltdown resulted in more than 1.000.000 South Africans losing their jobs this year only. The uncertainties about the future reign terror in the lives of the ordinary people. Sporadic acts of xenophobic violence continue to occur in pockets of South Africa, the latest was an attack of Zimbabwean farm workers in November. These acts are a desertion from the tradition of giving and receiving assistants from the neighbours embedded in the African culture of 'UBUNTU'.

It is pertinent to investigate the role of the Tft Courses in responding to the above crises. Rooted in its vision 'A New Level of Leadership in Development Education' the course responds to significant elements of four millennium development goals;

- Eradicate Extreme Poverty

Through food security and sustainable livelihoods activities Tft participants worked with people in their communities to launch activities such as organic farming and seed bank to mention just a few. [See PIA report for details].

- Promote Gender Equity

The course is designed to empower women and they remain the majority of participants. The women graduates have demonstrated amazing potential not only to mainstream gender in their organisation but also launch new organisations that focus on empowering girl children.

- Ensure Environmental Sustainability

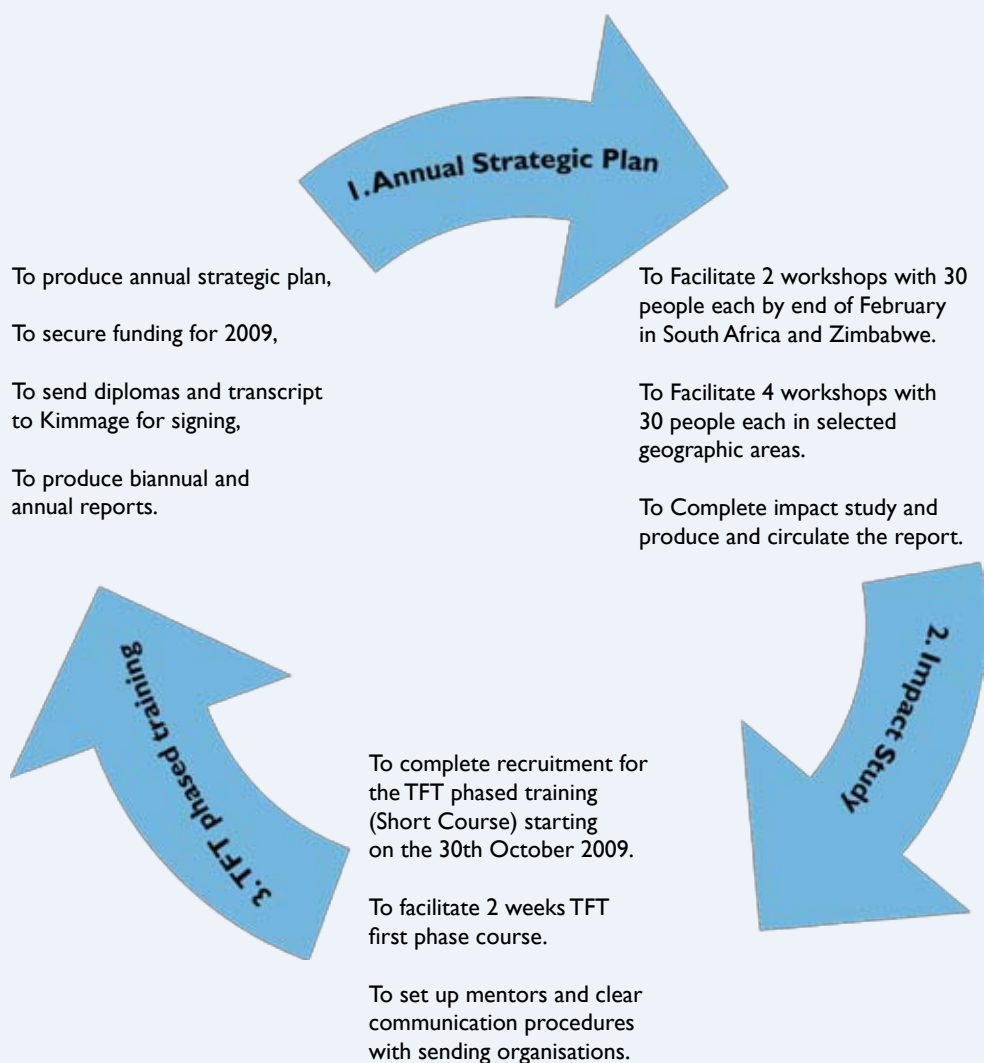
Eco spirituality is one of the key modules in the course. The purpose of this module is to create awareness about the symbiotic relationship between and among all species of planet earth.

- Global Partnerships

One of the elements in Tft, related to this particular objective is, commitment to good governance. Graduates work with communities to lobby their local government for policies that give a voice and improve the living standards of the marginalized.

The five pillars of Tft: personal growth, critical conscientization, socio-economic analysis, facilitation and animation and eco- and feminist spirituality are intricately interwoven into unison of sessions that equip development practitioners with knowledge and skills. With the knowledge and skills graduates are not only able to organize and work with communities, but they also lobby for local and national policies that benefit the poor. Further, graduates work with the people to link community initiatives to local, national and global civil society networks.

We explore and uncover the Tft activities in the following sections of the report. The diagram below underlines the main objectives of the year. We will take you through each section of the diagram, analyzing the activities, outcomes and impact of our program during 2009. The report concludes by underscoring major objectives of 2010.



The above diagram suggests that they were three main goals for 2009. These are producing an annual strategic plan, conducting the impact study, and facilitating a short, phased Tft. Each major goal was achieved by the accomplishment of stated specific objectives. We use the diagram to demonstrate the intricate harmony of the major goals in practice.

I. 2009 ANNUAL STRATEGIC PLAN

An annual strategic plan was produced by the end of January 2009. This was achieved through a two days workshop facilitated by the director. Because the workshop was attended by the staff of all The Grail projects, it made us realise that each project or programme enhances The Grail vision of just and peaceful communities. The process was designed to create both opportunities and space for each of the three programs to crystallize their vision.

I.1 To secure funding for 2009 Tft programs

By the end of March 2009 we had secured sufficient funding for the year's planned activities. An important contributing factor to this was sharing financial responsibilities between Tft and sending organisations. The decision emanated from the realisation that one of the highest expenditure items in our budget was transport for participants who attended the long-term courses. In addition we also noted, with serendipity, that organisations were willing to pay for both transport and tuition for short-term courses. Another pleasant surprise for us was the fact that organisations, especially South African NGOs, sent their core staff to the short-term courses, an act that was missing in the long-term course. We must offer more decentralised courses within Southern Africa.

The challenge we might be faced with is the shortage of funding as the global economic crunch may reduce funding to civil society especially because Tft's home base is in South Africa, which is viewed as a middle income country. An alternative strategy still under discussion is to spread the course between the East and Southern Africa regions. One block will be based in Kampala Uganda where a large contingent of Tft graduates will be running the course under the guidance of Thelma Awori, one of the core founders of Tft.

1.2 To send diplomas and Transcripts to the 2008 participants

Diplomas and transcripts were signed and sent to 32 participants who had successfully completed the course. Even if diplomas are considered as indicators for the course goals, they do not automatically translate into practical actions. Some of the graduates who were challenged by the theory and did not get the diploma, turned out to be the best pragmatists. For instance, Vivian Zilo who did not submit all the written assignments is engaged in commendable work in her Khayalitsha Section C community. Her mentor who marveled at her capacity to apply the skills learnt from the course cited that; *“Even though Vivian did not complete the theoretical part of the course and is still struggling to comprehend the philosophy, her work in the community is phenomenal. Metaphorically her work is likened to an oasis in the desert.”* Ina Conradie

The dilemma emanating from the preceding discussion for us is how to measure success beyond the diploma. We are pushed to explore other avenues for qualification such as practical examinations or giving diligent people like Vivian a second chance to complete the diploma program.





2. IMPACT STUDY

A participatory impact assessment (PIA) of Tft Courses was carried out in four countries; Rwanda, South Africa, Uganda and Zimbabwe. From 2002 – 2008, 143 development workers, 11 males and 132 females representing 106 organisations, had participated in Tft Courses. The purpose of the assessment was to measure the course impact in the lives of the graduates and their work in their organisations and communities with whom they engage. 68 graduates completed questionnaires through e-mails, face to face and telephonic interviews. 18 organisations' directors or decision makers and 16 community groups participated in the PIA.

2.1. To Facilitate two participatory evaluation testing workshops in Zimbabwe and South Africa by the end of February.

All testing workshops, attended by 33 participants, were facilitated in South Africa. The table below illustrates the number of organisations and graduates who participated in the testing workshops.



Fig 1. Testing statistics

| Organisation | Communities visited | No. of people at the community workshops | Graduates Interviewed | Director |
|--|---------------------|--|-----------------------|----------|
| Aids response | - | - | 21 | 1 |
| We Can | 1 | 14 | 1 | 1 |
| The Cape Town Grail | 2 | 19 | 2 | - |
| Department of correctional services | - | - | 1 | 1 |
| Total | 3 | 33 | 6 | 3 |

Although the initial plan was to test the questionnaires in two countries the limited resources and time directed otherwise. By means of these workshops we recognized that the questionnaires were both too long and detailed. We synthesized the questionnaires to focus on core areas of the indicators.

A full report of the impact study is available on request.

2.2. To facilitate four workshops in selected geographic areas

A total of 11 group workshops, attended by 342 community members, were facilitated in the four countries where the study was carried out. Using problem posing, group facilitation unveiled that communities were highly articulate, passionate and committed to tackle problems that affect their livelihoods.

One of the “AHA!” moments for the facilitation team was the fact that most graduates who did not complete the course with higher distinctions were the most effective in community organisation especially in South Africa. It remains a challenge for the course to find the balance between theory and practice for course qualification.

2.2.1 PIA major findings

We synthesize the major findings at three levels; personal growth, impact on the organisations and in communities with whom the graduates engage. The detailed findings of the study are articulated in the report that is already in circulation. Under this section we will highlight main findings and recommendations.

The four Tft courses 2002 – 2008 enrolled 132 females and 11 males. Out of these 117, nine males and 106 females successfully completed the course. 45 graduates were from South Africa, 15 from Uganda, 11 from Kenya 10 Rwanda, India, Nigeria, Tanzania and Zimbabwe with nine each.

Graduates identified high-self esteem manifested through new ways of, ‘being’, ‘seeing’, and ‘doing’. The personal growth in turn impacts on the organisation. Because of their new competences 57 out of the 68 graduates interviewed were assigned to more responsibilities as directors, coordinators, and program officers.

At community level the impact of the Tft Course was evidenced by formations of community groups in both rural and urban areas engaged in:

- Sustainable livelihoods,
- Food Security, Health,
- HIV and AIDS,
- Campaigns against,
 - girl child abuse
 - sexual abuse of children
 - drug and substance abuse
 - poor service delivery
- Community participation in local government and governance,
- Micro credit schemes,



“I was so shy. I always found it difficult to speak in public. Because of this shyness people hardly noticed me. I was invisible to myself and to the other. I realise that the more I am aware of myself the more others recognize me”. Pema Ndudzo Zimbabwe

2.2.1.1 PIA main conclusions

- Community based initiatives remain isolated and fragmented until they are linked to other local and civil society movements. This is an issue that might need to be redressed through the Tft curriculum.
- All organisations interviewed cited concern with the length of time the course requires participants to be in residence and therefore away from the organisations. Tft needs to reconsider the long-term in residence to facilitate appropriate level of participants from NGOs.
- Maintain some level of communication with graduates after the course; one of the weaknesses of the impact assessment was that some of the graduates had changed their contact details. A Tft program website in this regard would be commendable.
- Improve communication between organisations, mentors and Tft; a memorandum clarifying roles and responsibilities will be of benefit to all.
- Only 8% of the graduates were males, it would be important for Tft to explore alternatives for training men with other organisations.
- Consider incorporating longitudinal impact in each country as part of the on going of Tft monitoring. The depth and process of data collection (particularly in East Africa) was limited due to budgetary and time constraints.



3. TFT PHASED COURSE

The nine months phased training was designed in response to one of the major findings of the PIA: ‘...consider the time development practitioners have to spend away from the organisations’. The course was designed as: three times two weeks inservice per semester with two months home phases in between for practice.

- Overall aim of the course

The overall aims of the nine months course are three fold;

To build a level of leadership in development that is grounded in good theory and practice.

To build skills and insights and abilities of teams from NGOs and community organisations, enabling them to work with local self-reliant community development efforts and to link them with wider national and global civil society movements.

To build confidence, knowledge and skills of teams to work with communities and challenge local and national governments to ensure macro economic policies that are to the advantage of the marginalized.

- Specific objectives of the course

The objectives of this course are to enable teams of trainers to:

Study and understand more fully the theory and practice of the disciplines that are relevant to building a strong and effective civil society.

Refine and develop new skills that can build effective organisations.

Reflect on both theory and practice in all the areas covered in Tft and other comparable resources.

Organize field practice with enough supervision to strengthen each individual's and organisation's effectiveness in overcoming poverty, peace making and building social movements.

3. 1. To complete recruitment for the Tft training beginning 30 October of 2009

We receive applications from 65 participants. 38 participants, four males and 34 female were enrolled for the course. Our recruitment strategy was firstly, graduates recommendations from their organisations and secondly the credibility of that organisation's commitment to work for social change. All the applicants were above 27 years of age and had more than three years experience in development work.

Specific objectives of the first phase:

- To build a learning community
- To introduce transformation development
- To introduce Paulo Freire theory method of adult education
- To design and facilitate a learning event
- To produce strategic planning for home phase one

We discuss the specific objective details under the following section





3.2. To facilitate two weeks Tft course phase one

The two weeks Tft course was attended by 34 participants, four males and 30 females from five countries, South Africa (22) Zimbabwe (eight) Swaziland (three) Uganda (one) Portugal (one). Even though the course was intended for southern African countries the presence of Ines, a Grail member from Portugal and a volunteer with Tft program and Annette, a Ugandan student with the University of Kwazulu Natal gave the course an international touch.

Some of the participants dropped out at short notice citing health and financial problems. This is the first course in which all the participants paid their way to the course. The group is academically diverse, ranging from PHD students to matriculants. It remains a challenge for the team to maintain the balance within the course. Peer to peer mentoring and tutorials are strategic for redressing these imbalances.

A core team of four women facilitated the two weeks first phase 2009 Tft course; Nobuntu Mazeka from the Nelson Mandela Institute South Africa, Josephine Kasande from The Institute of Tft Uganda, Jude Clark from the University of Kwazulu Natal South Africa and Ntombi Talent Nyathi from Tthe Grail Tft program.



Facilitation team first phase

Because of the improved recruitment process all participants came from credible civil society organisations and were above 27 years of age. We also noted that five participants were directors of programs or community based organisations. Their response throughout the course was 'curiosity' and 'excitement' which translated into positive and maximum participation in all the sessions.

For the reason that most organisations are financially constrained, they are struggling to raise the R10,000 required per person for the course. Some of the participants were informed during the course that their organisations would not be in a position to contribute to the training. We could not deprive these participants from the course as they made commitment to pay for themselves. This remains an issue that the team should explore further with the Director.

After the 2 weeks training a home phase starts.

The objectives for the Tft trainers of home phase one are:

- To meet with the mentor at least twice
- To meet with the director and give feedback about the course
- To design and facilitate two workshops for 2010
- To write a page reflection on the workshop
- To submit the workshop design and report by the 15th January 2010

Participants worked in their home teams to produce a strategic plan for their home phase. A copy of the plan was submitted to Tft so as to enable us to follow up on the participants.

A significant lesson from the impact study was the need for effective communication between Tft program, organisations and mentors. To this regard clear letters were written direct to the organisation and the mentors specifying roles and the support that participants require during their home phase. (See Annex 2 communication with mentors and organisations)





CONCLUSION

The beginning of the year was very challenging as the Tft program was running on one fulltime staff. We applaud the assistance received from Ines Neto and Josephine Kasande. However, there is still need to have at least one fulltime staff, conversant with the methodology, to assist with design and preparation of the course.

Although PIA was an exercise that required more resources and time, the findings were authentic and very important for the future of the Tft course.

We are trying the 2 week phased training for the first time. We struggle with depth and breadth of the course content and process because of the shorter time and are drawing new lessons.

2010 PLAN

Plans for 2010 will be articulated in the annual strategic plan scheduled for the second week of January. The second in-service Tft course is scheduled for 22 Jan – 7th February 2010 with the concluding phase in May 2010. In October 2010 the new Diploma course will commence with specific emphasis on leadership and healing communities.



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(Registration number IT1981/2004)

Financial Statements for the year ended 31 December 2009 (Unaudited)

DETAILED INCOME STATEMENT

| Figures in Rand | Note(s) | 2009 | 2008 |
|---|---------|-----------|-----------|
| Revenue | | | |
| Training for Transformation Grants Received | | 1,197,148 | 766,356 |
| Thinkwell Grants Received | | 274,547 | 523,575 |
| CAFOD & Siyabhabha Trust Grants Received | | - | 364,909 |
| Book sales | | 26,661 | 3,676 |
| Participants fees | | 76,117 | 30,750 |
| Sundry income | | - | 120 |
| | 7 | 1,574,473 | 1,689,386 |
| Other income | | | |
| Interest received | 9 | 11,670 | 11,734 |
| Operating expenses | | | |
| Accounting fees | | 21,870 | 21,050 |
| Accreditation | | 34,876 | - |
| Advertising | | 27,532 | 1,233 |
| Annual reports | | 51,600 | - |
| Auditors remuneration | 10 | 4,800 | - |
| Bank charges | | 6,123 | 6,447 |
| Board meeting costs | | 10,792 | - |
| Computer expenses | | 14,554 | 1,497 |
| Employee costs | | 421,651 | 470,171 |
| Evaluation fees | | 31,487 | - |
| Grants Expenses | | 604,045 | 999,973 |
| Hospitality | | 1,297 | 1,765 |
| Postage and courier | | 6,909 | 1,770 |
| Printing and stationery | | 5,606 | 5,198 |
| Refreshments | | 1,520 | - |
| Rent paid | | 121,995 | 33,717 |
| Repairs and maintenance | | 300 | - |
| Secretarial fees | | - | 87,722 |
| TFT Training course costs | | 56,000 | - |
| Telephone and fax | | 35,599 | 14,906 |
| Training | | 112 | 5,171 |
| Transport and freight | | 10,547 | 1,375 |
| | | 1,469,215 | 1,651,995 |
| Surplus for the year | | 116,928 | 49,125 |

ACKNOWLEDGMENTS



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