

Training for Transformation

**Biannual Report
January-June 2009**





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for
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Training for Transformation Biannual Report January – June 2009



Context

The year started with a heated debate about 'what was new' in the political arenas of the world, as the election of Barack Obama restored hope in the US and was celebrated worldwide. This was in stark contrast with the South African elections which were described by some South Africans as 'political despair'. In addition to this political turmoil, there is the economic meltdown that is keeping the world on edge. Although the South African Governor of The Reserve Bank claimed that the economic crisis would not impact on South Africa, statistics now contradict his conclusions as more than 250,000 workers have lost their jobs. It was only five months after his statement that he confirmed the catastrophe had hit home.

In addition to the above, South Africa was in turmoil and gripped with anxiety about 'what is new to come' after the April elections. Training for Transformation was not immune from these apprehensions. As we prepared ourselves to carry out an impact assessment of the long term course in South Africa, we debated very seriously as to when to go to which provinces, and how the political environment would impact on the process and the outcomes.

With the economic meltdown, crime increased even in the small towns such as Kleinmond in which we have witnessed an increase in house breaking and thefts. This economic meltdown has cause mayhem, both politically and economically in countries such as Zimbabwe where some of the Training for Transformation participants came from. The critical question for us remains, 'what is the difference that our Training for Transformation programme is making in the lives of people and in communities?' Responding to this question was the main objective of the period in reporting articulated in the following sections of the report.





Background

Before discussing the specific objectives for this reporting period, it is pertinent to underline the overall objective of Training for Transformation that we define five critical areas:

Personal growth and the inner strength for leadership

Empowers participants to understand their deep woundedness and trauma that blocks them from building trust between and among each other and helps them to maximize their own and others' potentialities.

Critical conscientization

Based on the key insights pointed by Paulo Freire, Training for Transformation empowers participants to work with communities to develop critical consciousness that enable them to read their reality and write their own history, above all take action to improve their lives.

Socio economic analysis

Using the dynamic model, Training for Transformation empowers participants with skills for socio-economic analysis to discover and uncover the true nature of the functioning of society at different levels in new ways. This also includes gender analysis and the continuing ideology of patriarchy.

Facilitation and animation

Combines the theories developed by Freire, Knowles, Benne and Ritvo and other practitioners to train people in new adult education methods based on:

- Group leadership and dynamics
- Facilitation and animation
- Forms of organizational development that encourage creativity and responsibility

Eco Spirituality

Empowers participants to understand development as a spiritual calling and demythologizes the meaning of religion consequently, participants accept and embody cultural and religious diversity as life giving.

Based on the five layers of Training for Transformation, we formulated the objectives for this period as:

Specific objectives January – June 2009

- To produce a strategic plan for 2009
- To secure funding for TFT programmes of 2009
- To send diplomas and transcripts to the 2008 participants by March
- To facilitate 2 participatory evaluation process [PEP] testing workshops attended by 30 people each by end of February in South Africa and Zimbabwe
- To facilitate 4 workshops attended by 30 people each in selected 4 geographic areas selected for PEP
- To carry out PEP with +- 60 TFT graduates through e-mail and telephonic conversations

Objective 1: To produce a strategic plan for 2009

The Training for Transformation staff produced its 2009 strategic plan in the first two weeks of the working calendar.

The above was achieved through a two days workshop facilitated by The Director. The workshop was attended by all the three Grail programmes; Muthimkhulu Job training and creation Programme, Community Development Overstrand Programme and Training for Transformation programme. The workshop presented an opportunity for programmes to identify synergy between and among their activities that uniquely manifest the spirit of The Grail. It was time for the three programmes to crystallize their visions and mission statements. Training for Transformation redefined its vision and mission as:

Vision:

A new layer of leadership in development with insights and abilities to empower and enhance the critical consciousness of local communities in development and to become self-reliant, linking with national and global civil society movements and impacting community well being.

Mission:

To train teams from strategic organizations enhance their theory and skills to empower and engage communities to own and control development programmes in their communities, challenge and participate in local and national governments.



Succeeding the redefinition of the mission and vision of Training for Transformation we set ourselves key priority areas for the year. First, the plan aimed at completing activities from 2008. Second, we also realized that as a matter of fact the impact assessment could influence the future of the process for the long-term Training for Transformation programme. We thus scheduled the next course for the last quarter of the year, allowing ourselves ample time to adopt the recommendations from PEP. Third, one of key insights from the introductory courses facilitate in the last quarter of 2008 demonstrated that short-term courses have the ability to attract top notch trainers in South Africa. We intend to try this out by reducing the number of weeks on campus from 16 weeks to 6 weeks at 2 weeks each. [See annex 1. training for transformation annual strategic plan for more details.] For the course to commence in October, we realized the need to start the recruitment process sooner and complete it by July.

Objective 2: To secure funding for TFT programmes of 2009

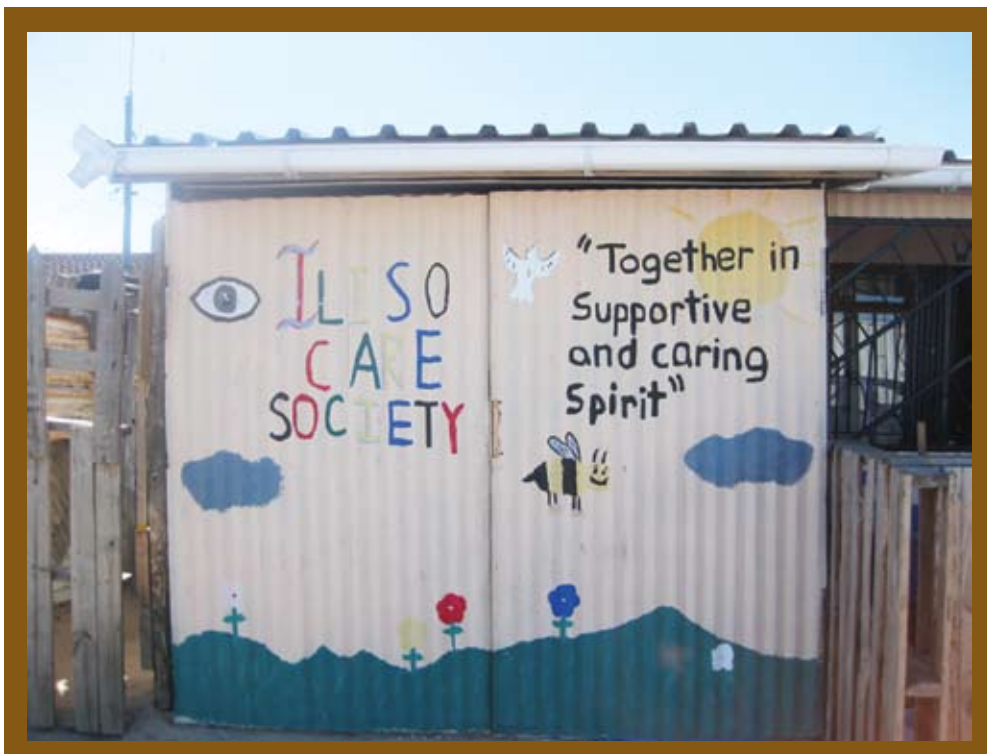
By the end of March 2009 Training for Transformation secured enough funding for the activities as outlined in our strategic plan. [See Financial Statement]

Two significant lessons emerging from the long-term and the introductory course that had financial consequences are in threefold:

1. The principal expenditure in the long term course was transport.
2. Organizations transported their participants to the introductory courses.
3. Some organizations paid partially for their staff to participate.

Drawing lessons from the preceding conclusions is that we need to assist and insist that organisations pay towards as a minimum, their travel costs and if possible part of the fee. We perceive this as a move towards the Training for Transformation programme becoming financially sustainability.

A challenge will be to find new funders that cross-cut funder's departmental geographic lines. Training for Transformation is regional – the southern Africa programme includes participants from South Africa, Zimbabwe, Zambia, Malawi, and Swaziland. The eastern African programme includes work in Uganda, Sudan, Ethiopia, Kenya and Tanzania. Often funders see the application coming from one country, and their funds are only for that country. We need to work with funders to cross-cut the geographic areas. It is also important to note that three overseas donors have left South Africa and a major donor, the Kellogg Foundation, has closed its offices.



Objective 3: To send diplomas and transcripts to the 2008 participants

The final diplomas and transcripts were sent to all the participants who successfully completed the course at the end of the March.

Although diplomas are considered as one of the indicators and an important part of accomplishing the course goals, conversely, some of the participants who did not complete all of the written work for the diploma are engaged in valuable transformational work. Such is the case of Vivian Zilo, a participant from Khayalitsha whose mentor is marveled by her ability to practically use the skills learnt from the course. She affirms her by emphasizing that, "Although Vivian did not complete the course, and is still struggling with the philosophy; her work in her community is phenomenal. Her programme is like an oasis in the desert."

[Ina Conradie Vivian's mentor]

Vivian's case is a dilemma for Training for Transformation. The question is, how does Training for Transformation acknowledge those who can practically do the work vis-a vis those who have articulately demonstrated their understanding of the theory and practice in writing? As the programme chose to accredit this course with the Institute for Development Studies (Kimmage, Ireland), it necessitates written work. A key area to explore is alternative methods of assessment.



Objective 4: To facilitate 2 participatory evaluation process [PEP] testing workshops attended by 30 people each by end of February in South Africa and Zimbabwe

PREPARATION FOR PEP. The Participatory Evaluation Process (PEP) was designed during a 10 day consultation that brought together donors, highly experienced participatory evaluation practitioners, facilitators of Training for Transformation and selected graduates to design instruments for the study. Furthermore PEP testing was implemented in the middle of the South African election campaign process. This impacted negatively on The Grail's Community Development Programmes workshop in Hermanus where most of the change agents were engaged in the campaigns.

The 2008 annual report underlined the key areas of the impact assessment in three layers:

Impact on the individual trainers theoretical and practice skills capacity: measured through the graduates' self-esteem that could be manifested through new ways of seeing, being and doing.

Impact on the organization: indicated through new initiatives set up by the graduates in the organization and new directions for the organisations, or new responsibilities entrusted to graduate because of the new competencies.

Impact on the communities: evidenced by communities' ability to organize, set up alternatives for survival and participation in decision making structures and process in local government.

We facilitated three testing workshops attend by a total of 33 people. The table below illustrates the organizations, graduates and communities visited. The following table illustrates the testing statistics.



Vivian Zilo attended all the sessions and claims to have posted all her assignments but lost all the data when her computer crashed. She could not meet the set deadlines. She runs a center for children feeding scheme for people that are HIV positive and was instrumental to dismantling Xenophobia and politically motivated violence in Section C of Khayaletsha.

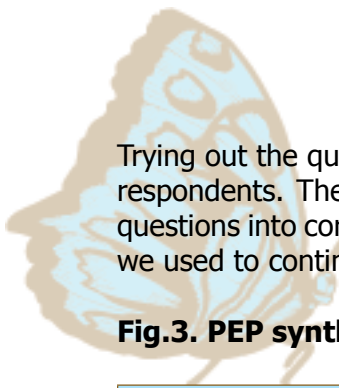
Fig1. Testing statistics

Organization	Communities visited	No. of people at the community workshops	Graduates Interviewed	Director
Aids Response	-	-	21	1
We Can	1	14	1	1
The Overberg Community Development Programme	2	19	2	-
Department of correctional services	-	-	1	1
Total	3	33	6	3

Our initial intent was to test the questionnaires in South Africa and Zimbabwe. The rationale behind this notion was that the environment in Zimbabwe was completely different from South African as such we would have insights of the effectiveness of the questionnaires. However, due to limited time and resources we decided to have the testing process in The Western Cape, which is also the home for Training for Transformation.



See objective 5 in the annual report 2008 for details
 All the two graduates at AIDS Response had left the organization by the time of the interviews.



Trying out the questionnaires in the first round, we struggled to get the key issues from the respondents. The Team's reflections at the end of our first day challenged us to synthesize the questions into core areas of the indicators. The table below provides the synthesized questions that we used to continue the testing and eventually for all the interviews thereafter.

Fig.3. PEP synthesized questionnaires

Individual	Organization	Community
<p>1. Tell us about yourself where were you before you worked for the organization that sent you to training for transformation and what was your role there?</p> <p>2. What do you consider to be the key learnings that you got from training for transformation? [Give examples]</p> <p>3. What are some of the new competences [new ways of doing] that you got from training for transformation? [Give examples]</p> <p>4. How much have you been able to put the training into practice? [Give examples of new initiatives coming out of your work]</p> <p>5. What are some of the difficulties you have experienced when using training for transformation methodologies? [Give examples]</p> <p>6. What adjustments does training for transformation need to make to meet the needs of its graduates? [Think about how you could be more effective in your work using training for transformation]</p> <p>7. Do you have contact with other training for transformation graduates? Yes/No How in your opinion should training for transformation graduates support each other in their work?</p>	<p>1. What do you consider to be the most important role of your organization? What is the name and focus of your organization? How long has it been in operation? What is its legal status?</p> <p>2. How has training for transformation impacted on the work of your organization? What are the positive and negative aspects? [give examples]</p> <p>3. Did training for transformation have impact on your other staff? If so how? If not, Why? [Give examples]</p> <p>4. Is the training for transformation methodology considered controversial in your work? Why? How have you responded to that?</p> <p>5. How often is training for transformation methodology/ approach used in your organization?</p> <p>6. In what ways could training for transformation continue to support the work of your organisation?</p>	<p>1. History of the organization or group What is the name and purpose of the organization or group? How long has your group been working together? What is the group's legal status?</p> <p>2. Code Use the river code---explain that it is dangerous .etc. [Before the play] What happened? Why was the first person carried? Why was the second person not carried?</p> <p>Real life situation What does the river represent in your community? In your community who would all these people represent? What are the root causes of dependency? [Economic, political and cultural causes] use flip charts</p> <p>Impact 3. How has working with the training for transformation assisted you in tackling the issues that affect people in your communities? [Give examples]</p> <p>5. Since you started working with [name the person] do you think there is a difference in your community? How do you know? [Give examples]</p>

The main findings from the testing workshops were also in three important areas in line with the questionnaires namely, individual, community and organization. These learnings were passed onto the teams in Uganda and Rwanda.



Objective 5: To facilitate 4 workshops attend by 30 people each in selected geographic areas for PEP

We completed facilitating 11 ½ days of workshops attended by a total of 239 community people in 3 provinces of South Africa and in Zimbabwe. The attendance ranged from teenage workshops with The Women's Leadership Training Programme to community movements against poverty in Zimbabwe. The half day workshops increased the number of people reached during the exercise from the original target 120 to 239, more than double the target. Noteworthy is the fact that insights presented in this report are preliminary. We are still to receive feedback from East Africa that will be compiled into the final report by the middle of July. Below is a table illustrating organizations, countries, and communities visited in southern Africa.

Fig 4 organizations, countries, graduates and communities statistics from Southern Africa only.

Organization	Country	Directors interviewed	Graduates	Community workshops	People in attendance
Women's leadership Training programme [WLTP]	South Africa Kwazulu Natal	1	6	2	16
Imbumbayo Co-operative limited	South Africa Kwazulu Natal	-	1	1	5
Nelson Mandela Institute for Rural Schooling [NMI]	South Africa Eastern Cape	2	2	3	114
Silveira House	Zimbabwe	2	3	2	84
African Community Publishing and Development Trust [ACPDT]	Zimbabwe	1	1	2	20
Self Help Development Foundation [SHDF]	Zimbabwe	1	-	-	-
Community Working Group on Healthy [CWGH]	Zimbabwe	1	1	-	-
Civic Educators' Network [civinet]	Zimbabwe		1	-	-
Total	8	2	9	10	239

PRELIMINARY INSIGHTS FROM SOUTHERN AFRICA

From the interviews and workshops with community groups and before we do our analysis of the data, some interesting observations can be made. They include the following:

On the community level

- The communities were highly articulate. We perceived this as evidence of continued animation by the graduates.
- The Freire methods were used and graduates were enabling communities to analyse their situations with great insights. Especially significant were actions taken by communities such as:
 1. Education forums in schools
 2. Organic farming in the villages
 3. Community movements on environmental conservation
 4. Women were elected in key leadership positions in local government structures.
 5. Community based movements to fight against hunger and poverty



Graduates

We summarize key insights articulated by the graduates under the following themes:

- **Self-esteem**- acknowledging oneself and becoming visible-confident – changing life styles
- **Listening surveys** –helped them to work on community generative themes
- **Codes** –assisted with facilitation animation
- **Conflict resolution** – assisted with tackling xenophobia and political tolerance in Khayaletsha and Kleinmond.
- **Levels of consciousness** – assisted in evaluating group growth
- **Dynamic model** – assisted with class analysis
- **Spirituality** – demythologized religion
- **Lobbying and Advocacy** supported the emergence of community based movements

We measured the graduates' facilitation and animation skills by:

- The level of analysis that the groups demonstrated during our facilitation
- New community based initiatives as a result of their work
- People's participation in the structures and processes of local government

Organisational level. The primary concerns raised by all the directors including those we interviewed included:

1. 8 weeks away from the organization was too long a period for their core staff members
2. Lack of communications between the organization and Training for Transformation, which resulted in some of the participants not getting as much support with their home assignments.
3. The need for post-graduation support and reflections on their work. This could indicate a need for continuing work with graduates and their organisations after the course.



Objective 6: To carry out PEP with 60 Training for Transformation graduates through e-mail and telephonic conversations

Three questionnaires were developed and sent to more than 80 graduates. We have received some questionnaires back. Some of the difficulties of getting the questionnaires returned could be twofold: 1. We needed a staff person to follow up with the questionnaires immediately upon sending them, as the team was busy with interviews in South Africa and Zimbabwe. 2. Some participants have moved and finding their new locations is difficult.

Telephonic interviews are being carried out at the time of writing this report. According to our records, about 40-60 graduates will be reached through this process. These will include graduates from southern Africa, East and West Africa, Asia, Europe and America. Our intention is to interview only those who did not complete the questionnaires.

CHALLENGES RESPONSES AND LESSONS LEARNT

The main challenges experienced during this period were:

1. A senior staff member had a recurrence of ovarian cancer and finding a replacement for this level of the impact study was not possible. This left our staff very thin.
2. Although we checked out payments of travel and other arrangements in Zimbabwe before leaving, when the team reached Zimbabwe, they could not use credit cards and had to rely on the generosity of friends and organisations for logistical support.
3. In The Western Cape and Kwazulu Natal the study was during the peak of the National election campaign hence low turnout in community meetings.
4. Money transfers to Uganda and Rwanda were enormously delayed by the South African Reserve Bank. One of the facilitators from Kenya pulled out of the process because of this.

We responded to the above challenges by:

1. Sharing roles among the team, and postponing the telephoning interviews until after the field study.
2. In Zimbabwe, our cashflow was limited, and staff generously bought food and cooked their own meals where it was possible, and also used lowest cost accommodation when required.
3. Conducted workshops with the people that came for the meetings
4. We are carrying out the rest of the impact study through telephonic interviews.
5. We extended the final dates for all the research from the four countries to end of June.

Lessons Learnt

1. In our strategic plan we had alternatives for the programmes. With a key staff person becoming serious ill, the programme needs to enlarge its staff soon.
2. When traveling out of South Africa it is important to double check what works financially to avoid being caught short of funds, as was the experience in Zimbabwe.
3. Perhaps the study should have been postponed until after the election period in South Africa. Conversely, postponement could have had negative consequences at we are witnessing post election violence in provinces such as Kwazulu Natal.
4. We should have initiated financial transfers to East Africa several months ahead of the study to curb the delays.

We would like to emphasize that regardless of the fact that Training for Transformation was operating with minimal staff; the arrival of the Grail member volunteer from Portugal lightened the task of the only one staff member and one consultant in Training for Transformation programme. As a result all the set objectives were met. We pray for healing everyday while we struggle with work.



WAY FORWARD: Objectives for July – December 2009

1. To complete the impact assessment and produce a report
2. To complete recruitment for the phased TFT programme beginning on 30 October 2009
3. To facilitate the 2 weeks Training for Transformation phase 1 course
4. To set up mentors and clear communications with sending organisations of participants
5. To complete the annual report

Conclusion

From the experience of those who did the interviews and the PEP process, an insight has emerged that the Training for Transformation programme is not simply a method for conscientization that influences development programmes in organizations and molds graduates into leaders, but it is also about inspiring people and communities themselves to accomplish their deeply felt intentions.

Conclusions we drawn from the period in reporting are:

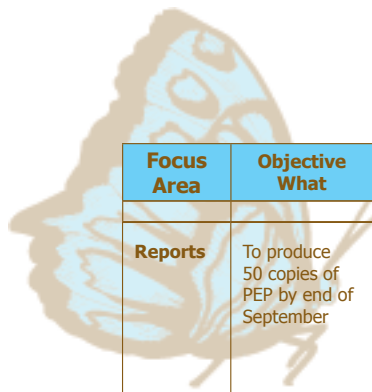
1. All the graduates interviewed demonstrated high self-esteem and this was echoed by their directors and evidenced in their work in the communities.
2. Paulo Freire principles, methods, animation skills were sighted as the most effective tools.
3. The graduates work in a broad scope of society permeating through key sectors such as, education, theology, environment, poverty, good governance, that matched the indicators of the programme.
4. All organizations grappled with time that the key staff spent in the long term course and expressed a need to be more involved.
5. In South African Training for Transformation might need to adopt a different strategy to redress community apathy.
6. There is need for more communications between Training for Transformation programme and the organizations whose staff will be participating in the course.
7. Time, resources and more staff are the key challenges that we faced during this period.
8. Due to financial delays the deadlines for the report have been extend to end of July.
9. Training for Transformation needs additional staff within the next few months.

Reflecting on the questions posed in the introduction of this report, 'What is new that training for transformation is bringing into the lives of people and their communities? Although more evidence and data is still to be processed, we could safely affirm that something new is happening and has the potential to grow if nurtured.

Report prepared by Ntombi Nyathi (Programme coordinator) and Sally Timmel (Director)

Training for Transformation Annual Strategic Plan 2009

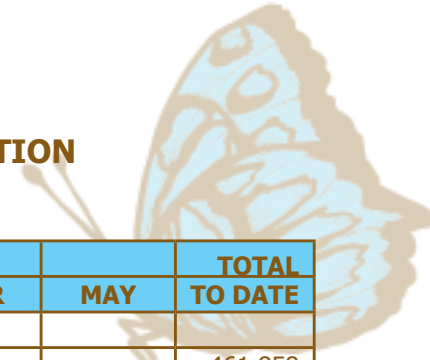
Focus Area	Objective	Activities	Who	Time Frames												
				Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Funding	To secure funding for all TFT activities for 2009	Access budgets Budget allocations Update funders list Write new proposals Send out new proposals Follow up proposals Talk to Paula about new funders	N. S and N S and N S and N N N N Ntombi	*	*	*					*	*	*	*	*	
Focus Area	Objective What	Activities How	Who	Time Frames												
				Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Diploma Process	To have 28 diploma certificates ready to participants by end of February	Finalise diploma list Complete design Send certificates to KM Sally signature on Dip Write congratulatory letter Post diplomas to students	N Lindy/N N N N	*	*											
TFT PEP Testing	To facilitate 2 x 4dy PEP testing workshop attended by 30 people each in Zimbabwe and South Africa	Hold a pep testing planning meeting Select geographic areas and organizations for PEP Circulate PEP instruments Write letters to participating organisations Select PEP core team Book venues for PEP/local TFT people	Team Team N. N Team Gino	*												
TFT PEP Process	To facilitate 4 x 5 day PEP workshops attended by 30 people each in 4 geographic areas To carry out PEP evaluation with +- 20 TFT graduates through e-mails and telephonic conversations	Select countries for PEP Finalise PEP instruments using testing results Distribute PEP instruments through e-mails Write letters to organizations participating in PEP Book Travel and Venue Facilitate PEP	Team/S Team/ S N N Le/ Gino Teams		*											



Focus Area	Objective What	Activities How	Who	Time Frames												
				Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Reports	To produce 50 copies of PEP by end of September	Develop data analysis cluster areas	N Ginoca		*	*	*	*								
		Enter data	M and N				*	*	*							
		Analyse data from PEP workshops	N					*								
		Edit and produce first draft	M/L/N									*				
		Edit and produce final draft	G										*			
		Circulate final draft	N											*		
	Hold a PEP results think Well – home for TFT															
TFT Progress reports	To produce 2 TFT progress reports by the 15 June biannual and 15 Dec annual	By a digital camera	N	*	*	*	*	*	*	*	*	*	*	*	*	*
		Take activity photos	Team													
		Review reporting frame work	S/Team					*								
		Produce draft report	N								*				*	
	Circulate draft report	N								*						
	Produce and publish final report	N/S/L								*	*				*	
TFT Phased Training	To facilitate 2 x 7dy training for transformation phased workshops attended by 35 participants each	Review curriculum	Team				*									
		Produce a curriculum	Team				*									
		Produce materials for the course	Team					*								
		Produce a brochure	L/N				*									
		Recruit participants	N/G				*									
		Book Venues/ Kleinmond	G				*					*	*			
		Book Travel for R. Ppl	Le/G									*	*			
		Purchase stationery	N/G									*	*			
		Design and send pre-course assignments	Team					*				*	*			
		Write letters to embassies	G									*	*			
		Finalize facilitating teams	Team/S					*								
		Deliver TFT phase 1	Team										*	*	*	*
		Follow up on participants	G/N											*	*	*
Deliver TFT phase 2													*	*		
TFT Home for the future	To organize 3x 1/2 'half' day workshop to be attended by +- 6 people Board members and TFT staff to discuss the future home of TFT	Communicate with Board members about the meeting	N	*	*											
		Book venue for the meeting	G		*											
		Hold TFT future base meeting	N/S			*										
		Communicate with Lingiswa	N/S		*											
		Conclude TFT home base												*		



THE GRAIL CENTRE TRUST - TRAINING FOR TRANSFORMATION
Unaudited Accounts as at 31 MAY 2009



	2009					TOTAL
	JAN	FEB	MAR	APR	MAY	TO DATE
INCOME :						
Funds on Hand from 2008	461,858					461,858
Grant - Trocaire					34,104	34,104
						0
Interest Received	140	71	1,334	1,905	1,338	4,788
Sale TFT Books	0	0	1,780	0	2,939	4,719
INCOME TOTAL	461,998	71	3,114	1,905	38,381	505,469
Less : Expenses						
Staff Salaries & Benefits	22,073	38,070	37,590	35,928	56,514	190,175
Coordinator	19,073	18,000	22,644	19,548	19,548	98,813
Senior part-time core trainers	2,000	19,070	8,946	12,754	12,754	55,524
1 Full-time Trainer	0	0	0	0	0	0
Administrators	1,000	1,000	6,000	826	19,512	28,338
PEP Trainers Honorarium	0	0	0	0	0	0
Part-Time Website Manager	0	0	0	0	0	0
Part-Time Participatory Evaluator	0	0	0	2,800	4,700	7,500
Workshop Costs	0	0	897	19,159	56,054	76,110
PEP Evaluation Workshops	0	0	897	19,159	6,238	26,294
Participatory Evaluation Focus Groups	0	0	0	0	49,816	49,816
Phase 1 & 2 - 2 x 8 day residential	0	0	0	0	0	0
Workshops						
Travel	-3,930	330	21,655	8,772	17,005	43,832
Participatory Evaluation - Air Travel	-4,493	0	21,000	3,108	7,869	27,484
Participatory Evaluation - Car Hire	0	0	0	0	2,119	2,119
Phase 1 & 2 - Participants	0	0	0	0	0	0
Field Trips	0	0	0	0	0	0
Local Travel	563	330	655	5,664	7,017	14,229
Books & Resources	0	0	22	2,182	2,630	4,834
Accreditation Fees	0	0	0	0	0	0
Reports	0	0	4,624	0	0	4,624
Telephone Costs	283	2,287	2,743	2,556	4,610	12,479
Administrative Costs	6,095	2,542	7,380	20,588	15,436	52,041
	24,521	43,229	74,911	89,185	152,249	384,095
FUNDS AVAILABLE :	437,477	43,158	71,797	87,280	113,868	121,374



The Grail Board of Directors (2008-10)



Bulelwa Ngewana (chair)

Programme Manager for Independent Development Trust and presently Africa Programme Manager of the Centre for Conflict Resolution (UCT)

Colleen Crawford-Cousins (vice-chair)

Is an organisation development specialist and curriculum and materials developer who works as a consultant to the public sector and NGO's. Based in Cape Town, she has focused for the last four years on the energy sector and on natural resource management in national parks.

Anne E. Hope (secretary)

Co-author of Training for Transformation, founder of DELTA training Kenya, founder of DELTA Women's Training Programme (Cape Town), staff of SADEP (UWC)

Petra Frith (treasurer)

Chartered accountant and works with two NGOs as their accountant and financial advisor.

Ruth Mattison (member)

Formerly Human Resource manager at Old Mutual and presently a private consultant on organizational development and development of small businesses.

Tantaswa Gabevu (member)

Formerly a fundraiser with Aids Response. Currently counselor with RAPCAN.

Sally Timmel (ex officio)

Co-founder of Kenyan DELTA Training Programme, co-author of Training for Transformation, Founder of Gender Advocacy Programme, founder of Fair Share, a unit of the School of Government (UWC), currently programme coordinator of Grail programmes.

Ntombi Nyathi (staff representative, Training for Transformation Coordinator)

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