



TRAINING FOR TRANSFORMATION

A Programme of The Grail Centre Trust

Mid-Year Report
January - June 2010





VISION

A new level of leadership in development with insights and abilities to empower and enhance the critical consciousness of local communities to become self-reliant.

MISSION

To train teams from strategic organizations enhancing 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.

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Introduction

Deepack Chopra in his publication 'Peace is the Way' comments that even if we do not immediately see a decline in violence around us we should know in our hearts that we have responded appropriately or dedicated our lives to a better world in which peace and justice prevails. The dedication to Peace and Just Communities is at the core of the Grail Programmes. Training for Transformation is strategically poised to respond by empowering community development facilitators who in turn work with change agents to explore possible ways to redress community poverties that hinder the prevalence of peace and justice.

The year started with euphoria of the FIFA World Cup 2010 hosted in South Africa. The World Cup soccer preparation is reported to have created only 115, 000 short-term jobs mostly in construction. On the other hand, statistics show that due to economic recession 1,500,000 people in South Africa lost their jobs, consequently the increase in protests against poor service delivery and unemployment. The poor are questioning the direct benefits that draw from this world renowned event.

During the World Cup, a less publicized event called The Global Forum with a Keynote address by former U.S. President Bill Clinton, was hosted in CapeTown. Over 350 government, business and civil society leaders discussed the theme of New Global Opportunity. One of the questions discussed was "using our talents wisely". It was highlights that the impressive economic growth in China occurred because they invested for over two decades in women's education. This has not only been demonstrated at the factory level where numeracy and literacy is key in the technological world, but at all levels in each sector.

The Grail Centre that hosts Training for Transformation is situated in the Western Cape, a province where 70,000 textile workers are reported to have lost their jobs. The Centre is located adjacent to Overhills, one of the poorest settlements in the province. Overhills is a habitat place where more than 3,000 black people from the rural areas of the Eastern Cape are crowded between an electric power station and garbage dumping area of Kleinmond. This situation is a microcosm of the continuing gap between rich and poor and the growth of abject poverty in many southern African countries.

The Tft Certificate course was design to enhance the capacity of development workers, especially from South Africa, to be me effective in their work with poor communities such as the Overhills communities mentioned above. As noted in the 2009 Annual Report, the 2 weeks Certificate Course has attracted a high calibre of trainers from South Africa.

This biannual report covers three of the five phases of the Tft Certificate Course: one home phase and two residential programmes.

A total of 32 participants 26 women and 4 men from 7 countries, South Africa, Zambia, Zimbabwe, Malawi, Uganda, Swaziland and Portugal successfully completed five of the six phases of the Certificate Course. To acknowledge their hard work these participants were presented with certificates of attendance.

Objectives for January – June 2010

OBJECTIVE 1

TO COMPLETE TFT CERTIFICATE COURSE

OBJECTIVE 2

TO FACILITATE A TFT INTRODUCTORY COURSE IN KWAZULU-NATAL

OBJECTIVE 3

TO CREATE TFT WEBSITE

OBJECTIVE 4

TO ORGANIZE A TFT LEADERSHIP THINKWELL

OBJECTIVE 5

TO PREPARE FOR TFT DIPLOMA COURSE



OBJECTIVE 1

TO COMPLETE TFT CERTIFICATE COURSE

ACHIEVEMENTS

1.1 Complete home phase assignments, and mentoring and monitoring impact of the course through written essays

As the course gives a Certificate through Kimmage Development Study Centre (Ireland), the staff completed marking 27 assignments and submitted 6 papers for moderation to Kimmage. The response from the university was very affirming of the hard work by both students and mentors. Although the University agreed to put their stamp on the certificate they suggested that we submit package samples of 10 papers. Because of the amicable relationship that we have had through the years of working with Kimmage Development Study Centre, The Director was proposing a process of exploring ways of deepening our collaboration. With adequate human and financial resources we may be able to save as satellite centre for their online students in Southern Africa. We have already received sample modules to study and consider the partnership.

The pleasant surprise with students' home phase assignment for us was that their work was meticulously done. Effective communication with the mentors and directors played a critical role to this effect. The impact on the communities would be more articulated in the annual report when participants will have ample time to reflect on the work during the course.

Some participants underlined that nucleus community committees were set up to respond to:

- Income generating project (KZN)
- Youth and drug abuse (KZN)
- Waste management (Gauteng and Zimbabwe)
- Political motivated violence (Zimbabwe)

The effect of these initiatives can only be measured in the long term. But we hope to get more information in the participants' final phase report.



1.2 Implement Phase 3 Certificate 2-week course held between 22 January to 4th February and home Phase 4 (February – April)

The key content areas for phase three were divided into three thematic areas; Spirituality, Gender and ecology.

THEORY	SKILL PRACTICE
Spirituality Sacredness of life Religion Culture – Stories of Creation Dominant World Views Gender Feminism Masculinity Ecology Carbon footprint	<ul style="list-style-type: none"> . Skill practice in using Freire methods . Skills in identifying generative themes . How to develop goals for learning events and doing a learning event with feedback . Write papers linking skills to theory . Learn evaluation methods

The below picture from one of the participants summarise the essence of this phase. Spirituality was a very challenging topic for most of the participants who are rooted in the fundamentals or their religious institutions. For instance, the participants from Swaziland declined to demonstrate their traditional ways of worship as they felt it was against their Christianity. What was intriguing for us was that some of the participants realised that they could relate to a God through nature, 'seeing God in a tree' or in 'any creation'. By the end of this phase the Swazi participants could proudly demonstrate their traditional celebration. Another interesting observation was that for most participants God remained male (HE) even after thorough discussions. However, most of the participants expressed themselves much better in writing relating to a (SHE) God as illustrated in the picture.



At the core of TFT course is the participants' ability to apply theory to practice. This is done through teams of participants designing and facilitating learning events for the entire group (called Learning and Teaching Teams (LTTs)). To accomplish the task participants were divided into 3 clusters of 3 groups with 3 people in each group. Thematic areas for learning events were drawn from their home phases.

Amongst the topics chosen were:

- racism
- deforestation
- politically motivated violence
- domestic violence
- values (Ubuntu)
- Pollution
- Waste management



Designing and facilitating learning events, the participants struggled to use the six steps of analysis and moving a group to action. Some group performed dismally due to poor relationships within teams. Upon reflection some of the participants highlighted what worked as; “I learnt to listen more.” “I learnt to let go my opinion.” “The time we took to prepare improved our presentation.”

The facilitation process enhanced their ability to work in teams, to give and receive feedback and to listen. All these are essential skills needed when they go back to work in the communities.

Although there was remarkable improvement demonstrated during these participant-led facilitation sessions, we were concerned that most of the groups could not design a learning experience well. We learned through this experience that groups more time need to work on designing learning events. It was for this reason that we build in more time for learning events in phase five.

Tutorials

Tutorials are circles that enable participants to deepen their learning by reflecting and sharing on a weekly basis. We had three core facilitators during phase three. Some of the comments highlighted by the participants in their evaluation were; “We learn more in the tutorials.” “We need more time for tutorial because they help us understand things we miss during the sessions.” Further, these tutorials are places for bonding among participants. Recognizing that two weeks is too short a period for bonding we kept the same tutorials for phase five.



Reflecting on learnings through written papers

The schedule was too packed to allow time for extra coaching in writing. Tutors had to squeeze in their tight schedule individual mentorship for participants who needed assistance with writing. However, as noted earlier in the report the calibre of participants on the course contributed to the high quality of reflections in writing.

In their evaluation participants recommended 3 weeks of 2 phases for future programmes of the certificate course.

Home Phase Four is where participants return to their own organisations and put into practice their learnings from the residential course. They have specific tasks to complete before returning to the last (phase 5) residential session.

These included:

- Meeting with the director
- Carryout listening surveys on Spirituality, Gender, and ecology
- Design and facilitate two workshops on two of the topics above
- Meeting with the mentor
- Sharing the learnings with others in the organization
- Write a 1-2 pages workshop reports and submit with the design

Home phase assignments were communicated with the organizations and the mentors. This approach enabled participants to get support from the organizations.

As in the previous phases, participants work was thoroughly done, the workshops were mainstreamed in the work of their organizations. We received communications from directors about the impact that some of the participants' interventions made in their organizations. For instance, ACAT from Swaziland communicated about the high self-esteem, and competent facilitation of community workshops. The ACAT director also advised Tft that because of their improved written work the Swazi team was enrolled in computer training. Zimhlophe Sibiya of Asizenele Development Organization (ADO) in KZN was reported to have restructured the way the youth organization carries out its training.



"Thank for the skills impacted upon Zimhlophe. She has brought a new way of training that pushed the whole organization to restructure our training."

The significant learning for us from this process is that communication with organizations helps Tft focus on the most useful elements of the training that enhance impact of their work. For example ADO articulated in the paragraph above is restructuring training using the new skills the participants brought into the organization.

The key learning areas for Phase 5 are summarised in the diagram below



This was the last residential phase of the course. Like the other phases the schedule was packed. We realized that it was not possible to explore all the four key areas in depth. The phase focused on a process that not only helped participants to understand and analyze but also link the themes to lived experiences. Topics covered were:

- The history of development
- Basic economics
- Classes and class struggle
- Understand the role of their organizations
- Lobby and advocacy
- International networks and solidarity movement
- Strategic planning and leadership
- Design and facilitate learning events

The topics were discussed under the key thematic areas illustrated in the table below

THEORY	SKILL PRACTICE
<ul style="list-style-type: none"> . Introduction to development economics . Building bridges Dynamic Model . Introduction to political economy . Rights based approach and indicators . Globalization . Strategic planning 	<ul style="list-style-type: none"> . Home phase review . Putting facilitation skills into practice through Learning Teaching Teams . Writing papers integrating theory with practice . Designing a participatory celebration

Introduction to Economics

Economics was introduced through the dynamic model, a tool that assisted the group to analyze the whole production process linking production to country situations. Rights based approach was introduced for the first time. The process enabled participants to grapple with issues of service delivery, social indicators and impact of foreign and direct investment on the

poor. Among the controversial issues discussed was the impact of world cup soccer. Some of the key highlights from the dynamic model for the participants were:

- Understanding the purpose of the struggle in our own countries
- Knowing whose side we are and who is there with us
- To question who owns, controls, and benefits from international investors
- Dynamic model helps us to organize people around themes of survival
- Global warming is a reality that needs human attention
- The importance of networking and solidarity at local, national and international levels
- The impact of globalization

The depth of the participants understanding was demonstrated by the intensity of the analysis they build in the learning teaching teams during which economics was central.

During this residential phase, the group visited Robben Island. There is something about this visit that instils new energy in participants. They were more supportive with one another. They worked day and night to complete the programme. As facilitators we were surprised by the high level of energy and commitment.

The important lesson for us from this experience was that the trip should be followed by a reflection process to unpack participants' experiences.



Reflections on learnings through written work

The quality of written papers continued to improve. During Phase 5, it was difficult for participants to work on learning events and write papers at the same time. We gave the questions and allowed participants to work on the integration question from home.

Learning Teaching Teams Skill Practice sessions

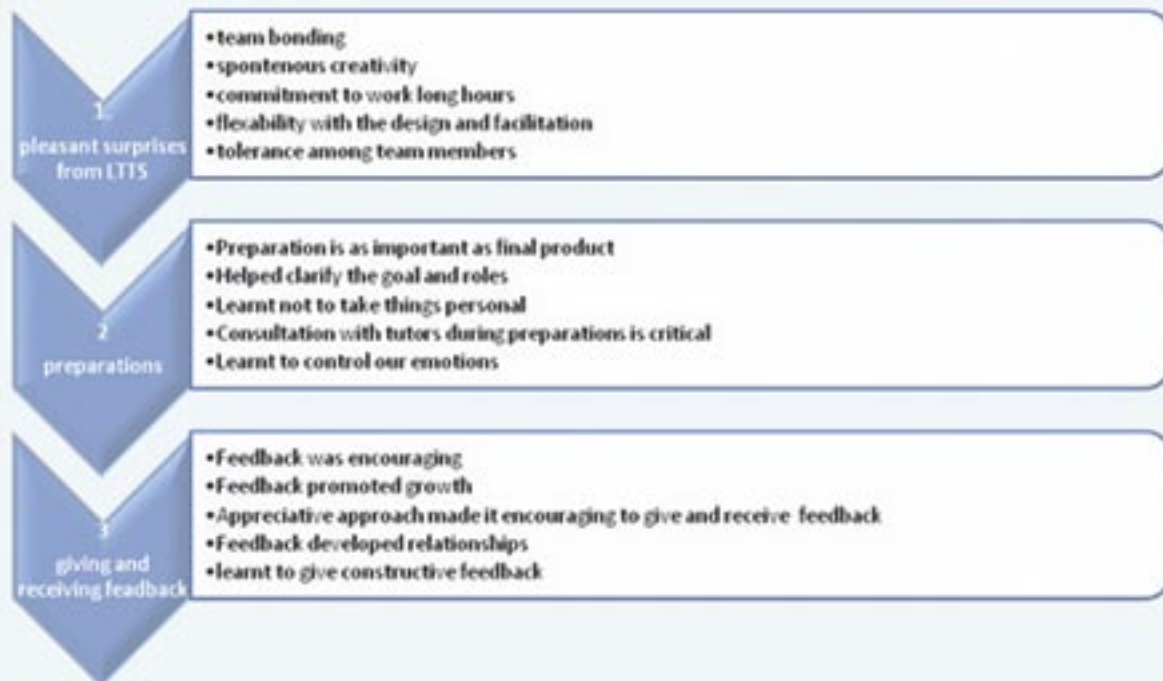
The final learning teaching teams were designed for 2 hours facilitated sessions with the whole group. The teams consisted of not more than 3 participants. Because of the tight schedule some of the learning events were facilitated in the evening.

The topics discussed in the LTTs were:

- Team facilitation
- Environment
- Global warming
- Leadership
- Adult learning
- Savings
- Gender
- Women and leadership
- Local Economic Development
- Drug and substance abuse

Key learnings From LTTs

Key learnings as articulated by the participants from the learning events are summarise using the diagram below



From the final LTTs we observed that it is important for tutors to be accessible to assist participants especially with developing clear goals. The teams that had good designs turned out to do better. The LTTs discussions were realistic to an extent that participants could identify practical actions they could implement during their home phases. For instance, Grace Chirenje from Zimbabwe noted that in her organization the design process was important for her. She was going to introduce the Tft designing methods in the organization.

Home Phase 6 May – August 2010 includes the following tasks:

- Two integration papers one for phase five (2-3 pages) and another on overall course reflection (8 -12 pages).
- Sharing the key learnings with other people from the organization
- Meeting with the mentor
- Designing and facilitating one workshop attended by the mentor
- Submit the two papers, workshop reports and designs by the 26th July 2010

Evaluation of the certificate course by participants

“The dynamic model helped us open our eyes and mind to question what is presented to us as development by our governments. I was in support of the mining in my community, but now I think I will go and resign join the people to campaign against the mine.” Nomhlophe Maxaxuma, Eastern Cape

“When I was at Robben Island, I realised that transformation is life long journey and in this journey some people make more sacrifice than others.” Mzamo Dlamini, Eastern Cape

“I have been able to engage with myself at a deeper level while plunging deep into my own buried no go areas of my life, as uncomfortable as it is, the process has helped me to heal and to change what can be changed.” Gugu Shelembe, KZN

“Through 4Ds of the learning organization Dream, Drive, Destiny and Deliver I realise that I have goals in my life.” Inês Neto, (Ginoca) Portugal

“I am divorced from fear and married to courage—I do believe in myself. I learned to trust me that I can do it.” Eunice Qwabe KZN

“The holon was most significant for me because I realised that transformation has to start with me.” Zimhlope Sibiyi KZN

“I unfolded during the course---and discovered talents in me that I never recognized.”
Magdaline Manda, Western Cape

“My male chauvinism was challenged...” Michael Nyathi, Zimbabwe

“ I learnt to speak with confidence, I became more sure of myself.” Nonhlanla Swaziland

“The child inside of me unfolded....I learned to see God in every creation...” Natasja Solomoni, Western Cape

“You have done so well to condense 16 weeks into 6 weeks, the training gave deep and profound tools for our work. If anybody is not transformed after this it is not on your part.”
Heleen Sliep, KZN

“TfT is a learning process that allows learners to contribute to their own learning.” Grace Chirenje Zimbabwe

The celebration marked the height of the course. Colourfully dressed in their traditional regalia participants celebrated the time they spent together and the tasks that lay ahead.



Challenges and recommendations for Certificate courses included:

- The schedule was too packed and did not allow time to socialize
- Travelling to South Africa three times for participants from the region proved to be too expensive.
- Participants suggested 3 weeks twice as this would cut down the costs. Their concerns were raised due to the fact that three participants had failed to come for the third phase due to lack funds for transport.

The last two weeks were the most challenging as we struggled to squeeze both theory and practice. It is imperative to rethink the process of the certificate course to balance both time and the amount of work to be covered.

OBJECTIVE 2

TO FACILITATE A TFT INTRODUCTORY COURSE IN KWAZULU-NATAL

ACHIEVEMENTS

The KZN workshop emanated from a discussion during the Economic Thinkwell held at the Grail Centre in 2009. The participants discussed ways in which organizations could support each other in their work. The DIAKONIA Council of Churches brought together 15 people in leadership positions from their partners in KZN for 7 days introduction to Tft course. The 7 days curriculum focused on giving participants practical skills.

The programme outline covered the following thematic areas:

Team Building

- . Organizational history
- . Mission and vision
- . strategic activities
- . River of life

Fundamental Human Needs

- . A case study on gender: Siphos Story
- . Wheel of Fundamental Human Needs
- . Colouring and analysing the wheel
- . Link the wheel to Siphos Story

Introduction to basic economics

- . Orange code
- . Analyze the code using Siphos Story
- . Unveil social and structural causes of poverty
- . Introduce the dynamic model

Introduction to Environment

- . All animals & plants hold court on humans (Council of All Beings)
- . Collage dance

Introduction to Paulo Freire

- . Key Principles of Paulo Freire
- . Skill practice with participants facilitating



The workshop was fully sponsored by the organization including the transport and facilitation fee. All the participants were people that carried responsibilities in their organizations. The level of commitment and analysis during the course was much higher than our expectation. The evaluation rated all the sessions very high. The group agreed to organize series of follow up sessions to reflect on the practice and deepen the understanding.

Centering meditations such as river of life, a dream in the desert were cited as critical because they enabled participants to reflect deeply into themselves and the role in working for change.

Through analysing Siphos story gender issues were unveiled. The discussions went deep to trigger emotions in some of the participants. We recognized then that some of the exercises might need more time in the future.

A pleasant surprise for the team was how the participants understood the dynamic model and could clearly see links with their work as one of the participants remarked; *“We will use the dynamic model for our economic justice programmes in DIAKONIA.”*

We put participants 5 groups of 3 people each. We were planning to suspend practical facilitation due to time pressure. But, participants insisted on working through the night to

design 1 hour events. We put participants 5 groups of 3 people each. We were planning to suspend practical facilitation due to time pressure. But, participants insisted on working through the night to design 1 hour events. Thematic areas covered for facilitation were:

- Gender
- substance and drug abuse
- unemployment
- youth
- child abuse

EVALUATION

Participants were able to identify areas that they need to enhance the impact of their work from the facilitation process.

“The steps of analysis made me realise that unless we get to the root causes, communities will not be agitated to take action.”

“Generative themes made us realise that we need to take time to listen and understand community issues before.”

At the time of writing this report Tft is negotiating another workshop scheduled for the first week of September with the same group of people.

RECOMMENDATIONS FOR FUTURE WORK

From the DIAKONA workshop we concluded that taking Tft to the organization could be strategic for deep rooting the methodology in South Africa. This is also a way of shifting organizing and financial Tft responsibilities to the organizations, as a result the programmes could be sustainable. The challenge is that Tft might not have enough staff to rollout the training should more organizations request.

OBJECTIVE 3

TO CREATE TFT WEBSITE

Through hard work by all of the staff from the Grail Centre Trust, the content of a website was collected and synthesized. We have been fortunate to have a Grail member from Portugal as a professional media volunteer who worked tirelessly to create the website with the assistance of Mediachilli, a private company in CapeTown. The website was launched on the 31st of May. Through the website people can access annual reports, and other publications including the Tft books. The general website is updated weekly. For more information log into the website: www.grailprogrammes.org.za.



OBJECTIVE 4

TO ORGANIZE A TFT LEADERSHIP THINKWELL

In consultation with one of our funding partners (Misereor) a ThinkWell on leadership training was suggested to look at the synergies between the different partners who are engaged in training in South Africa. This Think well was to inform all of the organisations to avoid duplication and add value to each others programmes. Due to financial constraints and some mis-communications between Misereor and Training for Transformation the funds were not available for the time set aside for this Think well. Misereor has suggested that at their partner's meeting in November, a discussion can take place on training.

OBJECTIVE 5

TO PREPARE FOR TFT DIPLOMA COURSE

A hard copy and online brochures and enrolment forms for Tft Diploma course was produced and circulated to over fifty organizations by March 2010. These included all the organizations that participated in the impact study, the ThinkWells and through Tft course graduates and participants.

Financing the course has become more difficult during this economic slump. We are working with sending organisations to pay for the transport and part of the fee of their participants to the course. Further, we are also making strides towards getting locally based donor partners support local NGO's staff to participate in the course. For instance CAFOD Zimbabwe has been approached to support 5 participants to participate in the course.

Most donors want to support partner organizations which are understandable, but at the same time, disadvantaging other organizations whose capacity might be need the training most, will continue to need subsidies

One of the key lessons learnt during the past six months is that large organizations are capable of supporting their staff to participate in the course. Tft needs to communicate with the leadership from these organizations that send their participants to the course for effective supervision of home phases.

Strategic recruitment through organizations brings the appropriate participants to the Tft Diploma and Certificate courses. The calibre of men that participated in the Tft certificate course made us realise that it is possible to have male participants on the course with careful selection and limited number. We are going to explore the participation of men in the long-term course as well.



LESSONS AND CHALLENGES

The certificate course schedule is too packed, there is need to create more space. Participants recommended 2 phases of 3 weeks each to be considered.

Rolling out Tft to the organizations needs further exploration as this might make the programme sustainable. The challenge is that Tft might not have enough experienced staff to carry out this work.

Although deepening relationships with Kimmage Development Study Centre is attractive for Tft, the concern is that Tft does not have adequate financial and human resources to commit to the partnership.

Strategic recruitment through the organizations for the Tft certificate course has been effective. The concern that we have is that the Diploma Course of 8 weeks residential training is still of concern for some organizations.

KEY ACTIVITIES FOR THE REST OF THE YEAR

In order to complete the 2010 Objectives, the Training for Transformation programme is engaged in the following activities for the second half of 2010:

- Complete mentoring and monitoring the impact of the course with Certificate participants
- Marking final reports and papers to prepare certificates for the Tft Certificate course
- Complete recruitment of participants and facilitators for Tft Diploma Course and follow up with visa and transport logistical needs
- Design and facilitate Phase 1 of the Diploma Course (October-November 2010)
- Recruit a Tft senior trainer
- Write Tft annual report



CONCLUSION

As the programme has implemented three types of training programmes this year: introductory workshops in local areas, the Certificate Course and concluded the Diploma Course, the need, interest, and demand for the course grow. It is evident that Training for Transformation, with its integrated approach to development, and its focus on the development of critical consciousness on the personal, organisational and community levels, is as relevant as when Paulo Freire developed the work in Brazil 50 years ago.

The programme runs on a shoestring budget. In some ways this has a positive spin as it can be demonstrated that one does not need a big institution to deliver quality programmes. Much of the actual training staff comes part-time during the courses. However, for the quality of the back home phases and monitoring of the impact in communities needs a budget and staff to work with past participants. Expanding the staff with two trainers/mentors would grow the programme more widely and deeply.

The Training for Transformation Programme wishes to thank those who continue to support this work including Misereor, Bread for the World, Anglo-American, Canadian Development & Peace and Kimmage Development Studies Centre. May our partnerships flourish.

THE GRAIL CENTRE TRUST - TRAINING FOR TRANSFORMATION
Unaudited Accounts as at 30 June 2010

	BUDGET ANNUAL	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL TO DATE
INCOME :								
Funds on Hand from 2009		(506,527)						(506,527)
Grant - Misereor							(258,930)	(258,930)
Grant - Canadian Development & Peace							(215,130)	(215,130)
Interest Received		(657)	(345)	(241)	0	0	(246)	(1,489)
Participants Fees - TFT Course		(500)	(1,500)	0	(1,500)	(1,500)	0	(5,000)
Sale TFT Books		0	(237)	0	0	0	(180)	(417)
INCOME TOTAL		(507,684)	(2,082)	(241)	(1,500)	(1,500)	(474,486)	(987,493)
Less : Expenses								
Staff Salaries & Benefits (including trainers)	925,500	45,848	52,103	57,294	48,868	71,134	38,974	314,221
Workshop Costs	1,258,000	91,656	1,332	6,520	0	129,396	0	228,904
Certificate Phase 2 & 3 residential	390,000	91,656	1,332	6,520	0	129,396	0	228,904
Residential Phase 1 Diploma	868,000	0	0	0	0	0	0	0
Travel	273,600	21,263	14,157	7,512	1,200	13,748	998	58,878
Air Travel - Area Workshops	48,000	0	0	0	0	0	0	0
Car Hire	9,600	0	0	0	0	0	0	0
Phase 1 Diploma - Participants	108,000	6,994	6,060	0	0	6,200	0	19,254
Field Trips	60,000	0	0	0	0	7,250	0	7,250
Phase 1 & 2 Resource Persons	48,000	14,269	8,097	7,512	1,200	298	998	32,374
Books & Resources	51,000	2,712	28	0	0	183	1,990	4,913
Accreditation Fees	36,000				0	0	0	0
Reports	40,000				0	0	898	898
Telephone Costs	57,640	3,761	(1,324)	2,427	0	(103)	0	4,761
Administrative Costs	211,000	10,440	10,264	30,437	9,770	8,761	26,329	96,001
	2,852,740	175,680	76,560	104,190	59,838	223,119	69,189	708,576
FUNDS AVAILABLE :		(332,004)	74,478	103,949	58,338	221,619	(405,297)	(278,917)





TRAINING FOR TRANSFORMATION

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