



TRAINING
FOR
TRANSFORMATION

INTRODUCTORY COURSE



WOMAN ON FARMS PROJECT

Stellenbosch, 14 -18 March 2011



VISION

A new Level of Leadership in Development Education.

MISSION

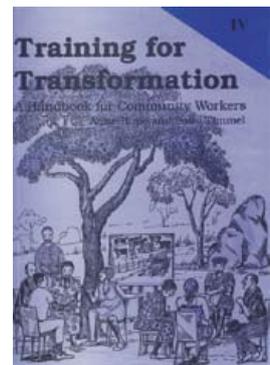
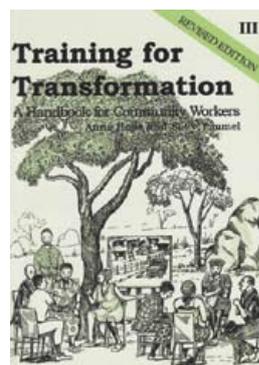
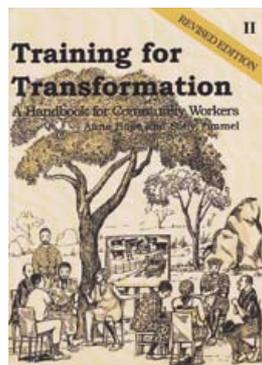
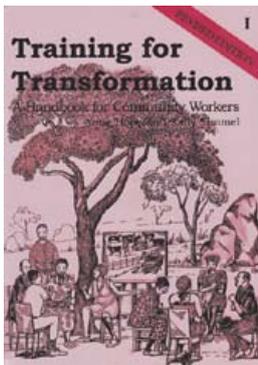
To train teams from strategic organizations enhancing their theory and skills to empower and engage communities to own and control development programmes in their communities, challenge and participate in local and national governments.

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1. BACKGROUND

Training for Transformation was developed as an approach to community development in Kenya in the 1970s. The approach has spread to over 60 countries around the world and has continued to expand and deepen ever since. The originators of this work Anne Hope and Sally Timmel, captured the philosophy and methods behind the approach in four volumes 'Training for Transformation: A handbook for community workers, that were published in 1984 and updated in 1996. A fourth volume focusing on Gender and Environment was published in 2000. Over 130,000 copies of the publication have been sold to date.



Although the handbooks proved to be popular as community development training manuals, however, some development practitioners grappled with applying all the Training for Transformation methods. In response to such difficulties and numerous calls and queries as to where to find in depth courses on the application of Training for Transformation, The Grail Centre in Cape Town launched a training programme in 2003.

Training for Transformation is founded on the philosophy that there is need for a new generation of leaders in development who are self-motivated and whose thinking and practice is grounded in communities' realities. At the same time Training for Transformation recognizes the importance of linking local and national initiatives to the global civic movement. The course covers six critical areas:

- Understanding deep psychological blocks
- The development of critical conscientization
- Deepening socio-economic and political analysis
- Participatory methodologies in basic adult education
- Understanding group leadership and group dynamics skills.
- Forms of organizational development
- The link between culture and spirituality
- Commitment towards a just and peaceful society

Goals of Training for Transformation

To enable a new level of leadership especially women in development education field that is grounded in good theory and practice.

To build skills, insights, and, abilities of teams from NGOs and community organizations; empower local self-reliant community development efforts and link such efforts within wider national and global civil society movements.

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

Since the Grail Centre began offering the course in 2002 more than 169 participants from 21 countries and 106 civil society organizations graduated from the course. Women constituted the majority participants, 93% with only 7% men.

In 2009 an impact study of Training for Transformation course was carried out in 4 countries, South Africa, Rwanda, Uganda and Zimbabwe. Among the key conclusions of the study was the fact that most organizations expressed concern that their field officers would have to spend two months away from the communities with whom they engage during the long term residential course. As a result organizations had to engage temporary paid staff depleting the minimal resource base of the organizations.

Responding to the need stated above Training for Transformation launched a twofold new approach to the process:

1. A six weeks phased certificate course during which participants spend 2 x 3 weeks residential training at The Grail Centre in Kleinmond.
2. A 1 x 3 weeks introduction Training for Transformation programme based within the organizations. During this process Training for Transformation facilitators systematically work with organizations on the foundations of the six key modules of the course:
 - Understanding deep psychological blocs
 - Developing critical conscientization
 - Deepening socio-economic and political analysis
 - Participatory methodologies in basic adult education
 - Forms of organizational development that encourage creativity and responsibility
 - The link between culture and spirituality that builds peace and just communities

Roles and responsibilities of the introduction courses

The introduction training course is hosted by the organization that enters into partnership with Training for Transformation. The hosting organization mobilizes resources and assumes all administrative responsibilities. Training for Transformation takes responsibility of designing and facilitating the process. The process is born out of thorough communication between the hosting organization and Training for Transformation to ensure credible design and process that speaks to the need of the organization.

It is in light of the introduction courses that Training for Transformation entered into partnership with Woman on Farms Project (WFP). The following section provides a brief historical background of WFP followed by a summary of the workshop experience and conclusions.

WFP Historical Background

Born out of the struggle for human rights WFP has a vision of an engendered society in which women who live and work on farms are treated with dignity and respect in accordance with the constitution of South Africa. With the drive to strengthen the capacity of women to; claim their rights, lobby and advocacy for building social moments to promote self



reliance and accountability organizations; WFP became a springboard for the establishment of a women farm workers' labour movement Sikula Sonke' 'We Grow Together' with more than 3500 members from 120 farms in the Western Cape.

According to Fatima's article of 19 November (2007) Agricultural labour shrank by more than 22% in two years between 2002 -2004. She pointed out that 60% of the current agricultural jobs are temporary and held by women. Saddening in Fatima's article is fact that conditions under which these women are employed are more tenuous than those of full time men employees. Women are hired without any contracts through unregistered labour brokers. As a result they lose out on some of the basic provisions such as housing because these are construed by farmers as production input costs that can only be offered to fulltime employees. Since its launch 2002 WFP's work on farms experienced is that without significant systems to enforce the constitutional rights, the laws designed to protect women living and working on farms led to contrary outcomes with further erosion of workers' rights especially women.

It is against the above underlined background that WFP approached Training for Transformation for a participatory methods training that would enhance the capacity of its staff to engage with women living and working on farms. The workshop was attended by 13 WFP members of staff and hosted at their main office in Stellenbosch. The proceeding section is an executive summary of the process.

2. EXECUTIVE SUMMARY

"Sometimes we have to explain these labour laws to women...how do I use participatory methods to explain a piece of legislation?" Elna Lindor, programme assistant.

The overall aim of the introduction workshop with WFP was to introduce participatory methods of engaging with communities for change based on the four volumes of Training for Transformation community development manuals.

The specific goals of the introduction session were:

- Be able to built trust in their teams
- Clear about the mission and vision of women on farms
- Understand development as a process of meeting human fundamental needs
- Have skills and tools to do community mapping and analysis
- Understand society structures and their role – especially the role of Women on Farms in civil society
- Have group facilitation skills



The main conclusions from this workshop were:

Trust building and team work is important not only between facilitators, but also with the women and communities that WFP engages with.

WFP is an organization build on the conviction that women living and working on farms have the right to treated with dignity and respect, and as citizens of South Africa should be protected the country's constitution.

WFP embraces feminist values for equality among all beings these values are promoted through awareness workshops carried by the staff with women.

WFP redresses gender inequality left by apartheid through the lobby and advocacy programme under which awareness about the laws that impact on farm worker women's livelihood.

The establishment of cooperatives is a manifestation of higher levels of awareness among women through alternative economic activities liberating themselves from relying on part-time contractual labour by the farmers.

By setting up a labour movement for women farm labourers, 'Sikula Sonke' women occupy leadership positions and connect to the international civil society movements, creating platforms for their voices to be heard outside their constituencies.



Some of the intriguing questions raised by the group during the discussions were; how does WFP engage with women on farm communities using participatory methods? What are the tools and skills needed?

The group applauded problem posing materials:

- Storytelling
- Skits
- Music, dance
- Pictures as effective ways by which discussions could be initiated in the communities where they work

The group commended:

- Trust building tools: 'The River of Life', 'My Hands' Touch
- Six Steps for Digging Deeper
- Seven Steps for Designing a Learning Event
- Small group discussions

These tools were appreciated for building teams and enabling members to participate in the discussions, as such are adaptable for effective community participation.

The workshop was facilitated in two languages Afrikaans and English this made the learning environment favourable to all. The lesson that we got from this experience is that TFT should be aware of people's preferred communication languages to maximize the impact of the introduction courses with organizations.

TFT highly commend WFP for creating space for all their staff members to understand the purpose of their work and engage with each other on strategies to be more effective.

"When they come to me with requests for funding stationery, I understand the need for koki pens, colour paper etc. these are things I did not understand before."
Carmen Hendriks, book keeper.



Challenges of the Process and Design

The set up was in the offices of WFP with the intension of maximizing all the staff participation. First, the fact that one of the funders decided to visit on the first the day of workshop impacted on the schedule such that we lost morning sessions on the first day and the rest of the week.

Second, the morning was a little bit of a challenge as staff members trickled in after performing one or two chores urgently needed by the organization. Out of this experience we learned to focus on the core of the first week 'sharing tools on how to participatorize development work'.

Recommendations

Some of the staff members expressed the need for some notes on some of the thematic areas as codes and other theories that were not adequately covered because of time limitations.

We strongly recommend a separated space 'if it is possible' so that the staff could concentrate more during the workshop. The facilitation team struggled with time management and had to reduce the programme to suit the time and staff available.

TFT should be aware of the common language used by participants in their work and prepare to facilitate the process used the most effective language for participants to understand the tools, methods and processes of empowering communities.

TFT should continue to communicate with the hosting organization between the courses so as to design appropriate follow-up programmes.

The Report

This report is not a verbatim presentation of the workshop proceedings, but a crystallization of insightful elements of process, tools and discussions that we believe are a correct reflection and critical for trying out the methods between the courses. “We are struggling with these participatory methods and how to apply them in our work...” It was in light of this conversation that the agreement was entered into between TFT and WFP.

The overall goal of the workshop was to enhance the capacity of WFP staff members to engage with farm communities using participatory methods. To achieve this goal TFT designed a curriculum underlining specific areas for each day’s sessions. By and of the workshop participants were provided with tools and methods for:

- Team and Trust building exercises
- Design problem posing materials
- Steps for analyzing the problem
- Skills for facilitation and animation

Process

This was achieved through individual exercise, small groups and plenary discussions guided by exercises provided by the facilitators. Each day started with a centring practice and ended with a guided evaluation. Centring helped the group to keep their focus on the theme of the day to be able to reflect on the key learnings of each day. Problem posing materials were used to introduce each thematic area and this was done to take the group through the experience of designing and using codes for facilitating community discussions. The section below presents a summary of each day’s activities and outcomes.

3. DAY ONE – TRUST BUILDING

The objective of this day was to build trust among the group members. By the end of the day participants were expected to:

- Have tools to use for trust building in the communities
- Understand the mission and vision of WFP and how their work fulfils its intended goals
- Explore personal life journeys and how they have contributed to the work of WFP



Assignment was done in twofold first, using the tree as a metaphor for WFP and River as personal life journey. **Please note that in this report we focus on former because the process mirrored on WFP.**

Tree

To help participants explore and understand mission and vision of women on farms, know WFP goals and strategic objectives.

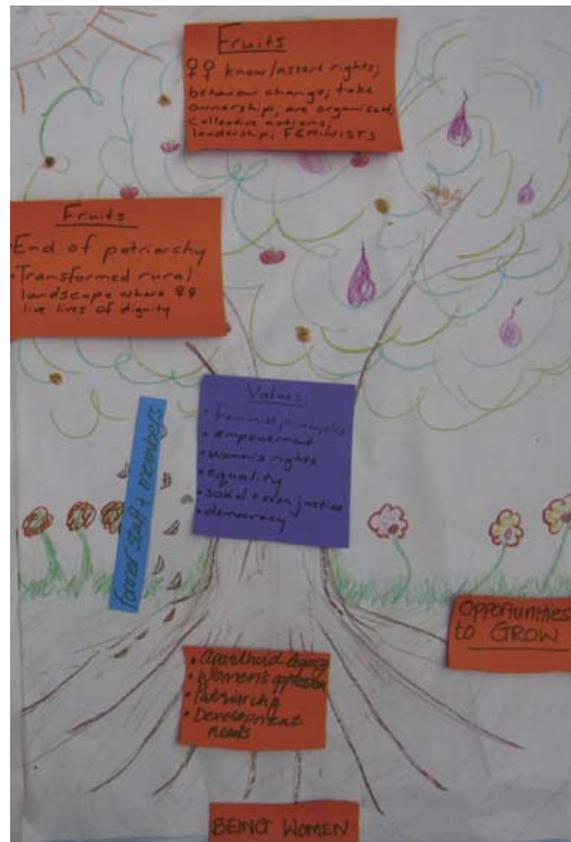
Roots – Vision

Trunk – Values

Branches – Strategic Objectives

Leaves – Activities

Fruits – Impact or results



Summary of group responses

All groups underlined that WFP is rooted in strength of women. It is an organization for women by women. Rooted in the struggle against all forms of oppression against women, these include patriarchy, women’s human rights such as access to water, electricity, secure jobs and access to land.

WFP values were articulated as; Feminist principles, women empowerment, social and economic justice, democracy, dignity and equality.

Strategic objectives were understood as struggle to end patriarchy and transformed rural landscape where women live with dignity and respect.

Activities were awareness raising workshops with women, organized marches and demonstrations with women for women’s rights on farms.

Alternative economic activities through cooperative formations were presented as fruits of WFP work. Also access to clean water and sanitation on some of the farms where WFP engages with farmers are major achievements.

Discussion pointers

What was most significant for you when you working on the WFP tree?

“Farms fall under the private property act which farmers interpret to their advantage such that in some farms farm workers pay more for electricity than urban dwellers.” Glynis Rhodes

“The problem is that these communities get their electricity from the farm owner who determined the price. The scope for us to manoeuvre this behaviour is very limited ---- not that we should lose hope---the struggle is uphill.” Colette Solomon

“Trust building is a process that triggers emotions among women we will be challenged to create space for that as well---sometimes it is hard to continue when some members of the group break down.” Sharon Messina.

As the discussion unfolded we were pleasantly surprised that participants were deeply reflecting on their lived, work experience and challenges. The discussions thus affirmed the relevance of the tools used.

Even if the day started much later, we were amazed by the energy the participants applied to their work. They accumulated energy with each session. The overall key words at the end of the days were excited, energized looking forward to learning more.

4. DAY TWO – “IS THE PERSONAL ALSO POLITICAL?” Colette Solomon

To help participants understand development as a holistic process to meet Fundamental Human Needs.



By the end of the day participants will:

- Understand that fundamental human needs are universal
- Know the difference between Needs and Wants
- Know the needs WFP is responding to in the farm communities?
- Have skills and tools to analyze community problems

Process

This exercise was introduced through story telling ‘Sipho story’ (See Annex 1).The story was followed by group discussions underlining the needs at each stage of the story. Participants worked in groups to draw the Wheel of Fundamental Human Needs and paint how such needs are met by women who live and work on farms.

Discussion pointers

- (a) What messages did you get from the story?
- (b) What do these messages mean for women that you work with?
- (c) Why did Sipho’s parents fail to pay for their child’s treatment?

When the group painted the wheel of fundamental needs it was shocking for us to discover that there is acute shortage of food, water housing, clothing and electricity on farms. As highlighted earlier in the report electricity is sold at exorbitant prices by the farmers to their workers who end up paying higher tariffs than urban dwellers. Because women are seasonal workers food is mostly secured adequately in the families when mothers are employed. Security is one of the least met needs because the majority of women are seasonal workers and could migrate from one farm to another. Because women are temporary they do not get access to housing because farmers argue that housing is a direct production input a privilege to fulltime employees.

Although the story was drawn from another province, farm workers, especially women are said to be making deadly decisions to survive the daily turmoil on the farms. Pathologies such as alcoholism, teenage delinquency and domestic violence become a way of life on farms.

“Meeste vroue drink vir ontspanning.” Lenie, Northern Cape.

An Aha moment for the group members during this discussion was the fact that ‘A problem has many sides, (a) survival, (b) decision making’, and (c) values. Thus the group did not only conclude that WFP work is political but that they are political activists in their work to promote women’s rights on farms. We do believe that by reaching this awareness the WFP staff would be able to separate party politics from the politics of life which is imperative in development work. Because the group was challenged with time the discussion did not reflect on needs and wants. This discussion would be built in the second introduction course.

5. DAY THREE – RESPONSES TO POVERTY AND LEVELS OF CONSCIOUSNESS

“Vroue kan nie teen die plaaseienaars gaan nie, want hulle kan hulle werk verloor, daaroor bly hulle maar stil.” Maurishien, Northern Cape.

“The challenge we have with cooperatives is that women do not have access to land. All the land belongs to the farmers.” Roseline Presence.

To help participants investigate diverse ways of responding to poverty especially on farms and link the responses to the communities’ levels of awareness.

By the end of the day participants will:

- Understand different way of responding to poverty on farms
- Know the levels of response their programmes are working on
- Have tools to analyze the level of impact their programmes are having in the communities



Process

The exercise was introduced through the potato code, followed by a discussion on redistribution. Participants worked in groups reflecting on the lived situations of women on farms. The discussion was taken further on to link to the levels of consciousness. Using guidelines provided by the facilitator participants discussed in groups and drew pointers to the levels of awareness that they agreed the women’s were and how their work has assisted women to shift their levels of consciousness in the farms that they work.

Discussion Pointers:

- How should the produce be shared % for producers and owners? Why?
- Who produces the most on farms % men women? Why?
- What are some of the ways WFP assist women on farms?
- How do women explain their poverty?

The group was quite clear that the producers should get a bigger share of the produce in the code. However, they pointed out that, even if women are the majority workers because they are temporary workers, they are poor. Furthermore, as these women are seasonal workers their access to shelter depends on their husbands securing fulltime employment on farms.

“Dis hoe dit altyd was...ons wil nie moeilikheid maak vir ons mans dat hulle hul werk verloor nie.”
Maurishien, Northern Cape.

Reflecting on the responses to poverty WFP activities evolve around:

Welfare

Food parcels to address survival needs of the families
Helping families access social grants
Clothing donations

Development

Skills development with women’s groups
Food gardens

Reforming

Raising awareness on specific issues that impact women
Establishment of cooperatives on farms
Campaign and lobbying for minimum wages
Campaigns for women to access land



Through this exercise participants learnt that even if people are in development when natural disasters occur, the same people may need welfare assistance.

Levels of Awareness

Naïve: this when communities define their situation as fateful ‘it is the will of God’ ‘Things have always been like this’

“From levels of awareness I can say that most women were naïve when we started. However, through our work they have moved to awakening and liberation levels. This is manifested through the campaigns that women engage in to claim minimum wage, have access to land to start co-operatives”. Glynis Rhodes

Awakening: this is when communities begin to question their situations asking why they do not have access to services, signs such as demonstrations and marches become the norm. WFP has engaged with women at this level to demand minimum wages and access to basic services.

Reformist: this is when people organize themselves and develop alternative structures and systems to serve their needs. WFP has worked with women to form cooperatives and labour movements ‘Sikhula Sonke’ that are linked to national and international civil society. These initiatives should not be undermined as they are important steps towards people’s liberation.

6. DAY FOUR – INTRODUCTION TO PAULO FREIRE’S METHODS OF ADULT EDUCATION

“Those steps of digging deeper - asking the right questions are at the core of organizing and mobilizing women for change. They seemed technical yesterday but today they were my AHA moment.” Colette Solomon



To introduce participants to effective methods of adult education as outlined in TFT community development manuals:

By the end of the day participants will:

- Know the key insights of adult education
- Be able to design problem posing material
- Know the steps for analyzing the problem
- Understand education as a process of liberation
- Understand the qualities of a facilitator and animator

Process: Please note that due to time limits we focused on practical tools that participants needed to go and try out before the second workshop. It is for this reason the discussions did not focus on the six principles of adult learning. We will be focusing on these during the second workshop.

The session was introduced through a skit that demonstrated poor facilitation skills, followed by the discussion using the key six questions for digging deeper and getting to the root of the problem. (1) What happened in the skit? 'Identify the problem' (2) Do people wait for long hours for facilitators? 'Relevance of the problem' (3) What examples can you share with the group? 'Share lived experience of the problem get examples from the group members' (4) What happens when people wait long for facilitators? 'Consequences of the problem' (5) Why do facilitators lose respect when they arrive late? 'Root causes of the problem at four levels' (a) reproduction (b) economic- how people survive (c) How decisions are made (d) values that hold communities together. (6) What are the possible steps that people can take to solve the problem?

Participants worked in 3 groups of 4 each to design a code, present the code and facilitate the discussion up to step number 5 discuss consequences, root causes and mitigation strategies. The intention was to establish participants' level of understanding the tools and process.

Discussion pointers

What did the following represent for you?

River, Island, first person, second person and third person

What are some of the most important learnings you got from this exercise?

Another Aha moment for the group was the use of codes to spark the discussion.

“Codes make it easy to initiate a discussion with women---the only challenge that I am grappling with is what happens when the code is too direct to people affected it might trigger tensions among group members.” Glynis Rhodes

The questioning process helps the group to move from one step to another. It was apparent to the group that questioning steps are a process, people may take long with preparation before the action is launched. This was a very pertinent observation for us that participants realised our discussions appears to fast track the process for the group to understand.

Facilitator and Animator skills

FACILITATOR	ANIMATOR
<ul style="list-style-type: none"> • Prepare for the event • Research the topic • Plan ahead of time • Be punctual • Arrange sitting such that people can engage in discussion • Respect people • Ensures equal participation among group members 	<ul style="list-style-type: none"> • Prepare for the event • Research the topic • Plan ahead of time • Be punctual • Arrange sitting such that people can engage in discussion • Respect people • Ensures equal participation among group members • Challenged the group to take action

From the above analysis the group understood that a facilitator may live within the community or be brought from outside. On the other hand, the animator needs all the skills of a facilitator, might live in the community and challenges them to take action. Some of the animators mentioned were, Steve Biko, Helen Suzman, Nelson Mandela. It was important for us to make certain that participants understand when they are animating or facilitating in their work.

Another significant learning for the group was sighted as the five steps of designing a learning event (1) what do you want people to take home with from your facilitation? ‘Goal’ (2) How are you going to start the discussion?’Code’ or problem posing (3) what is the flow of the discussion? ‘creativity’ during your facilitation (4) Who will do what in the team?’Role sharing’ (5) What new information would you like to give to people at the end of your presentation? ‘input’.

“Vir my is die belangrikste wat ek geleer het die ‘designing steps’ want ek dink ek sal dit in my werk kan gebruik.” Maurishien, Northern Cape.

We concluded from the group’s reflection that most of the participants were experienced facilitators and could easily see the areas that they needed to work on to enhance their skills.

7. DAY FIVE – PLANNING, EVALUATION AND CELEBRATION



“Die ondersteuning en hulp wat ek gekry het van die groep het vir my gewerk” Lenie, Northern Cape.

The overall goal of this day was to prepare for the practical implementation using the key tools and skills from the workshop.

By the end of the day participants will:

- Know the seven steps of planning
- Select tools and methods they will use before the second workshop in July

Process

The session was introduced through pick-up sticks, a game known by quite a good number of the group. In three teams of 4 people each the members took turns to through and pickup sticks. Group members were asked to keep a record of who amongst the group picked the most sticks.

Discussion pointers

What worked for you why?

What does this experience mean for your work?

Critical elements for good planning were underlined as:

- Good listening skills—taking advise from others
- Adaptability—change or shift the plan to maximise it potential
- Team work
- Take the right move at the right time
- Take caution
- Enjoy the work
- Respect each other
- Role sharing
- Know your target
- Be focused

Teams understood that although tasks could be shared, each individual had a responsibility and was accountable to the group. As a result the effectiveness of the teams emanated from clear role sharing.

Teams took quite some time to develop objectives and goals from their previous learning presentation. Below are two of the objectives that participants would be working on till the next workshop:

- To help people understand their tenure rights by December 2011
- To help people know how to develop strategies and mobilize against farm evictions by January 2012

Lessons From the Workshop

"As a leader in the organizations through these exercises I appreciate my colleagues more."
Fatima, Director WFP.

Creating space within the organizations serves to include all the staff members in the process. On the other hand, other office chores interfere with the process. This was the case when some of the officers had to be pulled out of the process to attend to urgent business. The facilitators struggled with time management to accommodate these errands. We would strongly recommend a venue separate from the office where possible as this would enable the participants to maximize the space and sharing process.

It is strategic for the facilitators to design the programme with clear understanding that the schedule is adaptable but should not lose the core essence of each phase. We had to adapt the programme and keep the focus on practical tools, skills and methods to engage with communities.



8. EVALUATION

To evaluate the week participants used the questions:

What surprised you the most during the process?

What are the tools and methods that you think you will be able to try out from this process?

What would you like to understand a little more?

Important surprises

- Creativity with design and the process, it was so engaging such that it was hard to sleep
- The centring processes in the mornings were glued to the rest of the day

Tools and methods

- The Tree Metaphor
- River and Hands metaphors for life journeys
- The wheel of Fundamental Human Needs
- The rainbow story
- Singing and dancing
- Facilitation
- Designing an event
- Story telling
- All the centring

Areas needing more understanding and improvement

- Steps for digging deeper, how to ask those questions?
- Facilitators could bring handout notes for participants to reflect on after the sessions.

The second phase of the introduction course will be discussed with WFP, and the focus areas will be:

- Principles of Adult Education
- Grid problem analysis
- Introduction to basic economics
 - (a) Production
 - (b) Reproduction
 - (c) Environment
- Design and facilitate a group process

Ons wil graag die 'Woman on Farms Project' bedank vir die geleentheid om kennis te kon uitruil gedurende die werkswinkel. Die motivering van die staflede was kenmerkend en die entoesiasme waarmee hulle aktief deelgeneem het aan die oefeninge en groepswerk was uitstaande. Dit was n aangename en leersame week waartydens ons ook op organisasie-vlak heelwat insiggewende feite met mekaar kon deel.

Ons verblyf by die 'Simonsberg Guest House' was heerlik. Elize en haar span het uit hul pad gegaan om ons verblyf so huislik en aangenaam moontlik te maak en dit word op prys gestel.

Ons sien uit na die tweede fase.

9. ANNEXES

ANNEX 1

Sipho Story

Sipho was a 12 year old boy, born and raised on a farm. His mother worked in the farmer's kitchen and his father was a general labourer in the fields. Sipho like other farm school kids was attending a primary school situated 10 km away from the farm. One day as Sipho was running to school he stepped over a rusty nail. Five days later Sipho could not open his mouth, had back arch was struggling to breath. His parents had to take Sipho to the clinic that was situated 30 km away from the farm. The parents borrowed money to hire a vehicle to take their son to the clinic. When they got to the clinic Sipho was diagnosed with tetanus. He had to be taken to the hospital in Port Elizabeth 300 km away from the clinic. There was no ambulance at the clinic. Sipho's parents were supposed to hire another vehicle to take their son to the hospital. Sipho was struggling in severe pain. His father struggled with the following thoughts, 'All my ancestors are buried at the farm...I do not have money to hire a vehicle to take him to the hospital....Who will give me the money? He does not look like he will make it anywhere.....I will take my son back to the farm. When he dies his ancestors will receive him'. With tears in his eyes Sipho's father took his son back to the farm. A week later, Sipho died and was given a descent burial among his ancestors...

Questions to Ponder

What messages does the story communicate to you?

How did these messages make you feel?

Why did Sipho step on the rusty nail?

Why did Sipho's father make the decision to take his son back to the farm?

Do people keep their loved ones home to die because they have no money? Share some of your lived experiences?

What happens when sick people are kept home because there is not money to take them to the hospital or clinic?

Who decides where the schools and clinics should be build? Why?

What are some of the small actions or things that we can do to help people access health care and education?

ANNEX 2

Training for Transformation Introductory Course First Segment

After the workshop participants will:

- Be able to built trust in their teams
- Clear about the mission and vision of women on farms
- Understand development as a process of meeting human fundamental needs
- Have skills and tools to do community mapping and analysis
- Understand society structures and their role ---especially the role of Women on Farms in civil society.
- Have group facilitation skills

MORNING - 08: 00 – 10:30 sessions, Tea Break 10:30 – 11:00, 11:00 – 12: 30 sessions 12: 30 – 14:00 Lunch

DAY ZERO	DAY ONE	DAY TWO
<p>Arrival</p>	<p>Welcoming Ritual</p> <p>Trust Building After the session participants will be comfortable working together (i) Organization (ii) Personal/group</p> <p>Have tools to use in the communities for people to understand the purpose of Woman on Farms</p> <p>Participants will be clear of the: Vision/ Mission/Goal/Strategic objectives</p> <p>TFT origins (10 minutes) Facilitator gives a brief history of TFT: please note to include people like Steve Biko and the black consciousness movement</p> <p>Organization debriefing and focus Ice breaker Swap roles play Put participants in roles they do not normal play in their organization. Ask them to act the work behavior and attitude the way they perceive the people in those roles.</p> <p>Reflection questions (30 minutes) What makes you comfortable in that role? What are concerns? What could be improved and how?</p> <p>Understanding Woman on Farms (1hr:30) After the session: Tree Metaphor Roots — Vision Trunk — Goal Branches — Strategic Objectives Leaves — Activities Fruits — impact or results Facilitator: Summarize by underlining key insights of the process and outcomes How did you experience working on the tree as an individual/ in a group ---What worked and why? What challenged you? How?</p> <p>River of life (1hr) The source – your origins Tributaries-people you met that influenced your life Turns — changes in your life Reflection process and questions Find two other people whom you feel comfortable to share with. What was surprised you most in the sharing? What made you happy? How do you feel after the exercise?</p>	<p>Centering: Colors of The rainbow</p> <p>Introduction to Fundamental Human Needs (2hr:30minutes)</p> <p>After the session participants will:</p> <ul style="list-style-type: none"> • Understand that fundamental human needs are universal • Know the difference between Needs and Wants • Know the needs Women on Farms is responding to in the farm communities? • Have skills and tools to analyze community problems <p>Code: Siphos story — tell the story</p> <p>Reflection question What messages did you get from the story? What do these messages mean? Why did Siphos’ parents fail to pay for their child’s treatment? Link the discussion to fundamental human needs?</p> <p>Introduce MaxNeef (10 minutes)</p> <p>Draw the wheel (40 minutes) What are basic and Fundamental Needs? Complete the circle as they name the needs. Compare the participants circle with the fundamental human needs wheel.</p> <p>Painting the wheel (20 minutes) Cluster people and give each group time to discuss Which needs are met most in my community by MEN and WOMEN?</p> <p>Reflection questions (40 minutes) What happens to communities if the fundamental needs are not met? Analyze the wheel linking to organizational work –What needs does your work help women meet? What does this mean for your work? In what areas would you need to make changes and how?</p> <p>Evaluation of the day</p> <p>People stand in two queues face to face and discuss using the following questions</p> <p>What struck you most today and why? What message are you taking home with?</p>

AFTERNOON: 14:00 – 15:30 sessions, 15:30 – 16:00 Tea Break, 16:00 – 17: 00 sessions, 18:30 – 19:30 Supper (might have evening sessions when necessary but this would be discussed with participants)

DAY ZERO	DAY ONE	DAY TWO
<p>Arrival</p> <p>Introductions after supper</p> <p>Stand up if</p> <p>Purpose</p> <p>Logistics</p> <p>Ground rules</p>	<p>Map of our world (1hr:30 minutes)</p> <p>After the session participants will: Know the forces that impact negatively in South Africa</p> <p>Have tools and skills for community mapping?</p> <p>Participants work as: Individuals, cluster in home organizational teams</p> <p>Draw a circle in the middle of the paper. The circle represents South Africa Draw arrows moving out of the circle represents dying influences in SA</p> <p>Arrows towards the circle influences that impact in SA</p> <p>What does this mean for you and your work? Summarize the meaning and draw a symbol in the circle. Each member of the shares their map with the group. Draw a group map together with a symbol in the centre.</p> <p>Reflection questions</p> <p>What does the map mean for Women on Farms? What forces are we responding to? How are we responding?</p> <p>Day evaluation (10 minuets) How are you feeling at the end of this day—Use one or two words</p>	<p>Responses to poverty (1hr)</p> <p>Draw responses to poverty chart Analysis linking to own work</p> <ul style="list-style-type: none"> • Welfare • Development • Transformative <p>Levels of consciousness using the community court game</p> <p>Divide participants into three groups</p> <p>Read out the key behavior and ask participants to discuss the level of consciousness within the defined community.</p>

MORNING - 08: 00 – 10:30 sessions, Tea Break 10:30 – 11:00, 11:00 – 12: 30 sessions 12: 30 – 14:00 Lunch

DAY THREE	DAY FOUR	DAY FIVE
<p>Centering — Bamboo tree</p> <p>Introduction to basic economics</p> <p>After this session participants will:</p> <ul style="list-style-type: none"> • Know the structures of society and their functions • Be able to articulate the links between socio-economic and political web of problems. • Identify strategic networks for Women on Farms • Identify the position of Woman on Farms and its alliances • Articulate the role of Woman on Farms in enhancing women’s Rights on farms <p>Introduce Karl Marx and Antonio Gramsci What are the critical ideas they brought into the world?</p> <p>Code: Orange Game</p> <p>Construct the dynamic model with the group using the following guidelines; How do people survive in your community? Men — what they do? Women — what do they do?</p>	<p>Centering — Woman in the desert</p> <p>Introduction to Paulo Freire</p> <p>After this session participants will:</p> <ul style="list-style-type: none"> • Know how to use codes to start a discussion • Have tools to facilitate community discussions • Know the difference between facilitation and animation <p>River code and debrief</p> <p>Six steps of debriefing</p> <p>Key insights of Paulo Freire</p> <p>What were his key arguments? Why? Teams on each insights Prepare and present a short play</p> <p>Problem posing materials</p> <p>Code: demonstrate by making a fire</p> <p>Survival — economical Decision making — political Values — social and cultural</p>	<p>Centering — Crossing the river</p> <p>Events Presentations</p> <p>After this session participants will:</p> <ul style="list-style-type: none"> • Improve community and group facilitation skills <p>Three teams of three people each and three clusters with three people each.</p> <p>Assess each team after presentation:</p> <ul style="list-style-type: none"> • The team • Participants • Tutor <p>Reflection question Start with positive What did the team do very well? How was role sharing? How was the code? How was the debriefing process? If the team was given the second chance what areas should they improve and how?</p>

DAY THREE	DAY FOUR	DAY FIVE
<p>Where else do people go to earn a living? Why? What are the communities of workers that you know of? Who are they connected to and why Take the group through analysis using the four story building</p> <p>Who owns? Who Produces? Who Benefits?</p> <ul style="list-style-type: none"> • Social • Political • Economical • Environment <p>Summarize and underline: Production/ Reproduction/Environment</p> <p>Link economics to environment</p> <p>Environment</p> <ul style="list-style-type: none"> • AIR • WATER • Humans • Other living species • EARTH 'Soil' • ENERGY <p>Give each group 30 minutes to present an appeal to the goddess of life What worries you most? Why? What is your suggestion towards the solution of the problem?</p> <p>Game Council of All beings</p>	<p>Facilitation /Animation: what is the difference?</p> <p>Form facilitation teams</p> <p>Evaluation of the day</p> <p>What was the Aha moment for you today?</p>	<p>Continue with events presentations</p> <p>Events evaluation in plenary</p> <p>Seven steps of planning</p> <p>Course Evaluation</p> <p>Closing Ritual</p> <p>Travel</p>

AFTERNOON: 14:00 – 15:30 sessions, 15:30 – 16:00 Tea Break, 16:00 – 17: 00 sessions, 18:30 – 19:30 Supper (might have evening sessions when necessary but this would be discussed with participants)

DAY THREE	DAY FOUR	DAY FIVE
<p>Continue with the environmental discussion.</p> <p>What are some of the simple practical steps that you can take to protect the environment?</p> <p>Evaluation of the Day</p> <p>Draw a symbol of the most important question that you have from the day's sharing.</p> <p>Find two other people and share your symbol and question.</p> <p>Share insights from the sharing with the rest of the participants.</p>	<p>Facilitation teams</p> <p>Teams of 3 each cluster and three people in each team.</p> <p>Revisit map of the world.</p> <p>Choose one issue that you would like to explore further.</p> <p>Goals</p> <p>Design</p>	



TRAINING FOR TRANSFORMATION

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