



TRAINING FOR TRANSFORMATION

Annual Report 2010

A Programme of The Grail Centre Trust





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

The Global economic meltdown fuels the suffering among women and children, especially in Africa. The Northern countries experienced a massive financial crisis with the collapse of banks and insurance companies. However, most poor people in the world have experienced crisis upon crisis and continue to suffer from the on-going hidden and largely unrecognized crises that include:

- Unemployment crisis
- Food crisis
- Energy crisis
- Climate change crisis
- Social crisis
- Political crisis
- Economic crisis



South Africa epitomizes much of the development patterns in Africa. Although South Africa is seen as a rich country, the chase for material wealth by a few has clouded political and government leaders from seeing the erosion of their own economies and the destitution of the majority of their citizens. Mass migration to countries who 'appear' a land of opportunity adds to growing poverty in all countries. For example, the poor in Africa dream of one day being able to work and live in South Africa. It is estimated that more than 2 million Zimbabweans live in South Africa. Notwithstanding the fact that other nationalities from other African countries such as Nigeria, Congo, Somalia, Mozambique also migrate to South Africa. The poor Africans fight for space, consequently the country witnessed acts of xenophobia pre and post the World Cup event. Training for Transformation envisages the struggle for survival as a crisis emanating from poverty and deprivation.

New findings from the IMF show that if the global economic system was coordinated, this global economy could secure as many as 50 million additional jobs worldwide and lift 90 million people out of poverty. Gordon Brown wrote in the Independent (12/12/10), "Africa, with 13% of the world's population, has only 1% of the world's manufacturing. And despite its trillions of dollars worth of oil, minerals and raw materials, Africa has been securing only 1% of foreign direct investment. But there is an alternative; a policy for economic empowerment, putting to work Africa's greatest resource, its people, can change the balance in favour of Africa.... You cannot build successful participation in a knowledge-based global economy by leaving [behind the majority in attaining quality education]." Obviously, one can argue with the IMF about its structural adjustment policies and its approach to overcome poverty, but the statistics are informative. It does raise the question again on "who benefits" from the global economy at the end of the day.

The Training for Transformation programme recognizes this fact and believes that the unleashing of human potential that is based on self-confidence, self-worth and skills can shift communities out of poverty. It is a prize entry to counter exclusion and poverty. The programme aims at enabling a new level of leadership in development education whose theory is grounded in practice. The training process builds the capacity and skills of development workers to organize and engage with communities on issues of; poverty eradication, food security, women's rights and citizen's participation in good governance.

The training equips participants with new tools and methods that enhance their capacity to work in three fundamental areas:

- enabling poor women themselves to, overcome attitudes developed over generations that they are unworthy of a better life.
- developing the capacity of women to participate on an 'even-playing field' will take much skill training and popularizing policies and government budgets for interventions by civil society.
- exploring alternatives and opportunities to access local services, programmes and funds by the communities themselves is essential to support self-reliant healthy communities, even in economic hard times.



- Setting up organic farming groups to encounter GMOs and promote food security in South Africa.
- Work with young women to find their voices and respond to issues of HIV and AIDS in Zimbabwe and Uganda.
- Working with pre-teenage girl children to prevent sexual abuse in Kwazulu Natal.

Even if initiatives of the Training for Transformation graduates demonstrated that TFT has risen to a critical level, we are not at the summit yet, but, the top of the first rise. We are challenged to become more innovative and prepare participants to reach beyond effectiveness.

This report looks at three areas of work that emanated from the impact study;

- (i) Certificate course
- (ii) Organization based training
- (iii) Diploma course

Objectives

1. COMPLETE TFT PHASE 3 CERTIFICATE COURSE
2. FACILITATE TFT INTRODUCTORY COURSES WITH THE DIAKONIA COUNCIL OF CHURCHES IN KWAZULU NATAL
3. CREATE AND LAUNCH TFT WEBSITE
4. DESIGN AND IMPLEMENT PHASE 1 OF THE DIPLOMA COURSE

1. COMPLETE TFT PHASE 3 CERTIFICATE COURSE

ACHIEVEMENTS

The rationale for this shorter course came mainly from South Africans. The 8 week residential course held twice a year for the Diploma Course was sighted as a challenge by most NGOs, as some of them would have to hire extra labour to cover the period during which their staff will on residential TFT course. Therefore in 2009, the Certificate course was launched.

The Certificate Course is structured in three, 2-week residential courses and started in 2009. The last two residential courses were completed in 2010 and was structured as follows:

- Complete home phase 2 assignments (December – January)
- Implement residential Phase 3 Certificate Course (22 January – 4 February)
- Complete Home Phase 4 (February – April)
- Implement residential Phase 5 residential Certificate Course (10 – 24 May)
- Complete Home Phase 6 (June – August 2010)

A total of 32 participants enrolled for the TFT certificate course 26 women and 4 men from 7 countries, South Africa, Zambia, Zimbabwe, Malawi, Uganda, Swaziland and Portugal. Among the 26 participants who successfully completed the course were 4 men. All the graduates were awarded certificates from The Kimmage Development Study Centre. Our amicable historical partnership with Kimmage is summarise in the words of Paddy Reilly, the director's correspondence to TFT.

We noted that for the first time South African organizations were able to send participants of high calibre, among the participants 2 were directors and 5 were programme managers. The participants' levels of articulation and participation were remarkable. For instance, by the end of the course some of the participants had launched new initiatives to work on;



Eunice Quabe from Kwazulu Natal is working with urban women on income generating projects. She is also working with pre-teen girls on issues of child sexual abuse and HIV and AIDS in Kwamhashu. Maseiso Palesa is engaging the people from her community in recycling and Waste management in Gauteng.

Michael Nyathi and Lucia Mharazani from Zimbabwe are actively working in peace building with communities that were traumatized by Political motivated violence in Zimbabwe. We received communication from their organizations that former perpetrators facilitate peace building workshop in the villages.

Zimhlope Sibiya from Kwazulu Natal redesigned the training curriculum of her organization to work more effectively with the youth on Drug and Substance abuse.

These illustrations demonstrated that although the Certificate Course is narrow in theory because of the reduced residential contact learning time from 16 to 6 weeks, participants are equipped with practical skills and methods to make their work more effective in the organizations and in the communities.

The key in the Certificate Course is internalising the facilitation skills, based on Paulo Freire’s methods of adult education as indicated in Fig1 table. During the Certificate Course, the training staff supervised the participants in their practice. During the home phases, mentors and organizations jointly supervise the participants. We believe that two factors might have contributed the success of this Certificate Course home phases:

- (i) Organizations contributed to the study financially as a result they were keen to note the benefits from the course to the organisation.
- (ii) We maintained constant communication with directors of organizations and mentors through e-mails and telephonically. This assisted TFT to help the participants focus on the learnings that would benefit the organizations most.

This was the first time we were negotiating for the certificated through Kimmage Development Study Centre (Ireland) The negotiations included designing a curriculum and continued moderation of the students’ assignments. The curriculum is divided into five key modules of Training for Transformation; (i) Paulo Freire’s methods of Adult Education, (ii) Gender, (iii) Ecology,(iv) Economics (v) Spirituality. The key areas are further divided into two theory and practice for each phase. The table below illustrates the essential learning fields of the TFT. The content of the Certificate Course included the following:

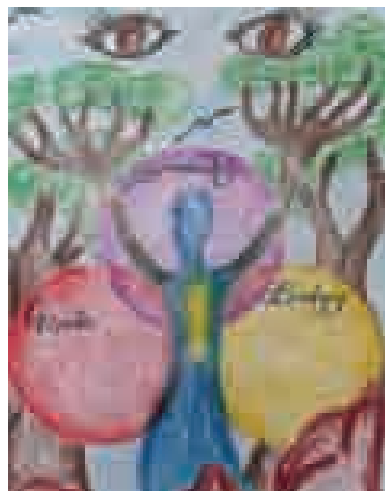
THEORY	SKILL PRACTICE
Training for Transformation History Building a learning Community Adult Education Methods Spirituality Religion Culture World Views Gender Feminism Masculinity Ecology Development History Introduction to Political Economy The Dynamic model Building a learning organization	Skill practice in using Freire methods <ul style="list-style-type: none"> • Carryout listening Surveys • Design and facilitate workshops during home phases • Designing and facilitating learning events during in service training • Write papers linking skills to theory

Fig 1. Phased Course Key learning modules

Spirituality was the most difficult session for participants. The process challenged the assumed religious practices among participants. For instance, the participants from Swaziland declined to share the Swazi traditional way of transcending referring to the process and evil or demonic.

During the discussions all participants continued to refer to God as ‘He’.

On the other hand in their written essay it was eminent that they related to a 'SHE' god.



CHALLENGES AND LESSONS FROM THE CERTIFICATE COURSE

There were two main challenges during the Certificate course: time and financial constraints and the need for more effective communications with organizations and mentors

Time and Financial Constraints. The 2-week Certificate residential programmes were too packed such that both participants and facilitators worked most of the evenings. The evaluation suggested two phases of three weeks each would create a more conducive learning environment for participants.

This is the first time for organizations to contribute more substantial financially. Because of the economic hardships, most organizations struggled to raise the financial resources required to cover the full board and tuition for their staff. TFT commends all organizations that were able to cover the transport costs of the participants.

Effective Communication with Organizations and mentors.

Recruitment through organizations created dialogue between TFT and organizations throughout the course. Through dialogue, we clarified roles for the mentors, organizations and TFT staff to support the participants during their home phase work.

CONCLUSIONS FROM THE CERTIFICATE COURSE

Organizations can invest both financial and human resources to the phased TFT Course because of the limited time that allows participants to return back to their without straining the organizations for staff being away.

Effective field practice mentored and supervised by organization lead practical initiatives that boost the work of the organizations. TFT is challenged to design instruments to get more feedback on the impact of the course annually.

The residential part of the training for the TFT Certificate Course could be more effective by redesigning the course for two periods of three to four weeks each with two months between for home phase.

Recruiting through strategic organizations improves supervision and monitoring of participants during home phases and assist TFT help participants become more effective in their work.

2. FACILITATE TFT INTRODUCTORY COURSES WITH THE DIAKONIA COUNCIL OF CHURCHES IN KWAZULU NATAL

Diakonia Council of Churches approached the Training for Transformation staff requesting a shorter training programme delivered in the Kwa-Zulu/Natal region. Together with their staff, this introductory course was designed in three clusters (or phases). Two of these clusters were completed in 2010.



ACHIEVEMENTS

Training for Transformation launched a pilot introduction programme in July 2010 with the DIAKONIA Council of Churches in Durban. 14 participants drawn from 5 organizations attended the workshop. Introductory TFT is a rollout process in which the facilitators systematically work with organizations on the foundations of the five TFT key modules:

- Understanding deep psychological blocks to overcome apathy moving to action
- Developing critical consciousness
- Deepening socio-economic and political analysis
- Participatory methodologies in basic adult education
- Forms of organizational development that encourage creativity and responsibility

The host organization took full responsibility to organize participants and mobilize resources for training to pay for the participation of their staff on the course, travel and facilitation. TFT Introduction course posed an opportunity that needs further exploration for its sustainability.

The Training for Transformation staff designed and facilitated the process. Significantly, we noted that the majority of participants in the introduction courses were people with decision making responsibilities in their programmes. This assisted the facilitators to keep the course focused on what would be appreciated by organizations.

The schedule for the TFT introduction courses was designed in three clusters of a week each, bridged with two months of practical work that participants would implement in their organizations.

FIRST CLUSTER Building relationships	SECOND CLUSTER Skills for analysis	THIRD CLUSTER Building a learning organization
<ul style="list-style-type: none"> • Understanding deep psychological blocks • Developing Critical Conscientization • Deepening socio-economic analysis • Introduction to Ecology 	<ul style="list-style-type: none"> • Deepening methods of Critical conscientization • Introduction to Force Field Analysis • Design and facilitate learning events 	<ul style="list-style-type: none"> • Introduction to Gender • Building a learning organization • Spirituality

Fig.1 DIAKONIA TFT Training Course Schedule

FIRST CLUSTER: 19-23 APRIL 2010

Aim: to explore tools and methods that help development workers build trust and develop critical conscientization processes within their organizations and communities with whom they engage.

The specific objectives of the First Cluster included:

- To introduce Paulo Freire’s methods of Adult Education
- To explore Fundamental Human Needs as outlined by Manfred MaxNeef
- To introduce economic literacy using the Dynamic Model
- To explore the role of culture and its impact on gender in the daily lives of communities

The tools used were; (1) River of life for Trust building. (2) Designing and using codes (3) Steps of analysis: a process that enables the facilitator and the communities get to the root cause of a particular problem (4) The Fundamental Human Needs (5) the Dynamic Model to understand classes and class struggle (6) the web of problems to understand facets of the problems that the communities are struggling.

Processes

Participants worked mostly in their organizational teams because we wanted them to focus on ideas processes and tools that would boost their own work. Reflections on each tool were deepened by the direct link participants made between theory and their work.



“I am in charge of the Economic Justice programme in DIAKONIA. I can clearly see that in our coming strategic planning we will need to use the dynamic model to understand our role and identify partners in our work.” Bapiwe

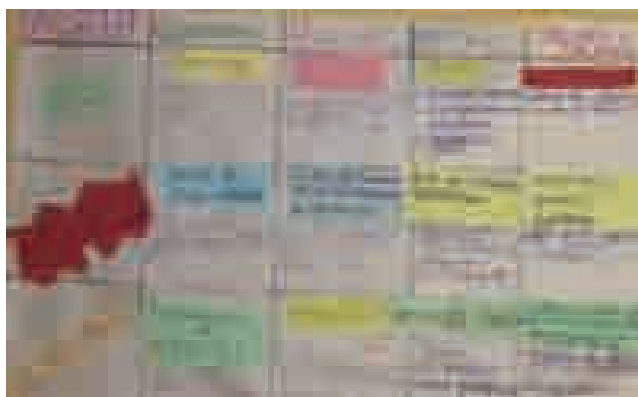
The home phases were constituted in two areas: (a) Giving feedback to the organizations (b) Identifying a key area and facilitate a process of conscientization in the organization or community. Home phases were supervised by the organization because the majority of participants are in the decision making structures.

SECOND CLUSTER: 6– 8 SEPTEMBER

Aim: to reflect on key lessons emanating from the field work and introduce new tools that enable participants to deepen their work.

The specific objectives of the second segment of training were:

- To reflect and draw key lessons from the first phase
- To understand and analyse fundamental human needs satisfiers and false satisfiers
- To explore causes of poverty
- To develop social indicators of community wellbeing
- To share new tools, the grid and the socio-gram
- To practice facilitation



Discussions throughout the sessions deeply reflect on the challenges that the participants grapple with in their work among the challenges were:

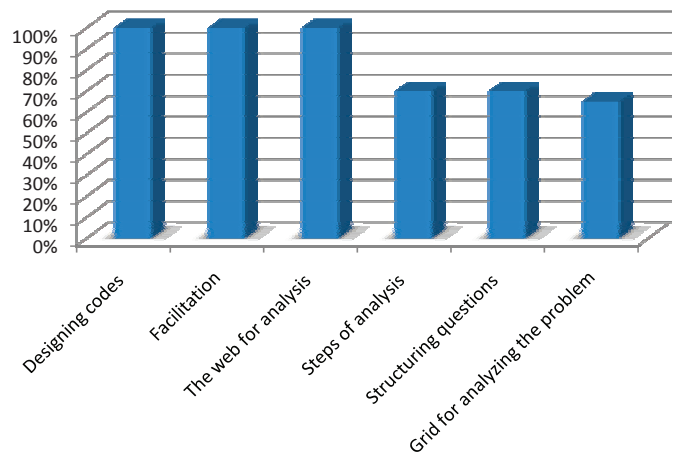
- Lack of markets for local produce, especially by women is a fundamental challenge in the error of globalization.
- Lack of entrepreneurial skills among local people to compete in the market with the cooperate sector.
- Unemployment among the youth leading to drug and substance abuse, prostitution and crime.
- Steps for digging deeper ‘Code analysis’ were still challenging and participants wanted to spend more time discussing and practicing decoding skills.

The underlined areas of concern were mainstreamed in the discussions. Participants proposed that; (a) working directly with local authorities might assist local groups access market land (b) Skills training for the youth to increase their chances of employment and, for women’s groups that are engaged in income generating projects to improve the quality of their products. In some of the organizations participants struggled to share and implement the skills they had learned the environment was not conducive.

“It was difficult and very frustrating for us to use the skills that we had learned, because they are people in the organization who believe that the organization has a culture of doing things in certain ways.”

Andile from Pietermaritzburg Agents for Christian Social Awareness (PACSA) at the time of writing this report TFT had received a request from PACSA to conduct introduction training with all their staff members.

Fig.2 Most significant tools for participants



CHALLENGES FROM INTRODUCTION COURSES

It was noted that in the second cluster, some of the participants were missing. We recognized that TFT needs to work with the hosting organization to make certain that all the participants complete the training.

TFT needs to develop follow-up instruments with organizational training as it is challenging to monitor the impact of the process.

Home phases are directly supervised by organizations, participants could be assisted by developing clear guidelines and indicators for home phases.

TFT communicates with the hosting organization it is imperative that TFT extends dialogue to all the organizations participating in the introduction courses.

TFT worked with one fulltime trainer with additional staff sub-contracted from Kwazulu Natal to assist in the process. This was cost saving, however, not always possible to find the appropriate outsourced staff.

CONCLUSIONS FROM THE INTRODUCTORY COURSE

The commitment by organisation to take more responsibility is evident that TFT could generate some income; as such there is urgent need to further explore this approach in the future.

Taking TFT to organizations might have more impact than training one person who might have limited space to share the new knowledge at the work place.

TFT needs to design instruments for monitoring and supervision of participants in the organizations to be able to assess the individual performance.

TFT introduction course with organizations in South Africa engages people that are directly responsible for the programmes this might be the most effective way to involve South African Civil Society.

Organizations involved in the TFT introductions courses need to be encouraged to second staff to the Diploma training courses to learn from global experiences that other participants bring. For the success of the programme TFT needs to recruit more staff especially for the introduction training courses with organizations.

3. CREATE AND LAUNCH TFT WEBSITE

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

The website emanated from the conclusions for the impact study in which communication beyond the course was a concern among graduates. The website has publicised the Tft as a result we are receiving communications from a wide variety of people who visit our website. All our activities are more accessible through the website. Although we recruit through strategic organizations, participants can apply for the course online.

Our website is updated every month thanks to the hardworking volunteer Inês Neto from the Portuguese Grail Women’s Movement.



4. DESIGN AND IMPLEMENT PHASE 1 OF THE DIPLOMA COURSE

The Diploma Course was designed and implemented from 26 September – 26 November 2010. From over 70 applications, 35 participants were selected (30 females and 5 males) from 9 countries and 15 organizations. The proceeding statement received from one of the participants epitomizes the impact of Tft at personal level.



“The experience at the Grail did not just ‘add’ new knowledge in me, about the world, it transformed my life. It was my first time to reflect on my life and it was amazing and fascinating. I had ‘confirming’ experiences. I had ‘self-challenging’ experiences. I had ‘embarrassing’ experiences. I ‘celebrated’ my life and achievements. I looked around me and saw ‘love’. I never thought I would ever make some ‘personal’ decisions I made during the past 8 weeks (life changing decisions for that matter). The experience was a ‘rebirth’ for me. I will forever cherish the experience. “Mahara

TFT 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 goals of the Diploma Course included:

- To enable a new level of leadership that is grounded in solid theory and good practice, especially pertaining to women in the development education field.
- To build skills, insights, and abilities of teams from NGOs and community organizations; empowering 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 achieve these goals, the Diploma Course is divided into four segments;

two 8-week residential courses, and two 4-months home phases to put into practice some of their learnings from the residential programme.

The first 8 weeks of the in service training designs focused five critical areas of Training for Transformation:

- (1) Building a learning community
- (2) Gender and Feminism
- (3) Spirituality
- (4) Understanding basic economics and
- (5) Introduction to Paulo Freire's Methods of Adult Education.



The following table illustrates how sessions were carefully designed to address each of the five underlined areas.

WEEK ONE 4 – 8 Oct	WEEK TWO 11 – 15 Oct	WEEK THREE 18 – 22 Oct	WEEK FOUR 25 – 29 Oct
Building a Learning Community Opening Ceremony Staff introduction Kleinmond Walk about & Reflections Country introductions Logistical arrangements House norms Course over view River of Life Multiple Intelligences Tutorial groups	Introduction to Personal & Transformative development Personal development Values Tree Animal codes Discussing strengths and weaknesses Setting own learning Goals Transformative Development State of the world Fundamental human needs Responses to poverty Ritual for the week [creating a new future]	Conceptualisation of Gender Socialisation and Identity formation Culture and tradition Gender in our lives Gender frameworks and analysis Introduction to Feminism Feminist worldview Feminist Ideology African Feminist	Spirituality & Ecology Explore meaning of God Religion Spirituality The role of women in the scriptures
WEEK 5 1 – 5 Nov	WEEK 6 8 – 12 Nov	WEEK 7 15 – 19 Nov	WEEK 8 10 – 25
Introduction to Adult Education Paulo Freire’s methods of Adult Education Levels of Consciousness Putting Freire into Practice (Learning teaching teams)	Introduction to economics Development Game The dynamic model World economies Understanding GDP & GNP Economic alternatives	Organizational development Appreciative inquiry Learning organization Leadership and Love Fundraising	Course Review Planning for home phase Home Phase assignments Closing ritual

Fig.3 TFT International course schedule

Process: TFT provides processes that allow participants to work as individuals, organizational and home teams. Practical assignments such as learning teaching events participants work in mixed groups from different countries and organizations. To assess level of comprehension participants wrote reflections papers based on given questions at the end of each week.

WEEK ONE: BUILDING A LEARNING COMMUNITY

Aim

By the end of the week participants to build trust with each other through;

- Exploring and sharing personal life journeys as development practitioners.
- Creating structures that will enable them to bond and participate effectively in the course.

The first week focused on building relationships within the, houses, tutorials, and setting up structures such as welfare and library committees. The opening ritual stage was set up with a gift from each country representing their culture or identity.

At the centre of the gifts were the holy bible and the holy Quran to signal that TFT is a search for meaning and service spiritually inspired by embracing religious diversity.

The Kleinmond walk helped participants to recognize that dismantling apartheid is a process. People are settled in racial clusters, the white who also happen to be rich occupy the largest percentage of land, coloured are crowded in a corner, and black people live on top of each other adjacent to the electrical power station. The FET College, wooden toys project, change agents, and skills training at Mthimkhulu were cited as example for helping the poor to redress poverty.



“When Nandipa shared that she will not get the house herself but was working for the members of her communities to get houses, I learned that for transformation to happen one has to work selflessly.” Asina

The River of life helped some participants to explore their life journey for the first time. Although the exercise evoked emotions, we had a psychologist facilitator who continued to assist participants throughout the course. TFT supports housing teams by providing allowances for breakfast and week-end cooking. Preparing and sharing meals in the houses during the week-ends consolidates unity among participants.

Second week consolidated building a learning community by looking at values and personality characteristics. The group defined as, ‘acceptable norms or standards that guide the life and conduct of individuals, groups or communities’.

Using a tree a metaphor values were analyzed as, (a) Roots source of values, family, experience and institutions such as churches and schools. (b) Trunk represented core values such as humility, service, and sharing ‘UBUNTU’ (c) Leaves represented values nurturing process; study, visioning, retreats, meditation, initiation schools Fruits represented the results of value centred life; respect caring, trusting and sharing. Shaded leaves represented negative values that people are challenged to let go, inferiority complex, low self-esteem, stigmatization and discrimination. It is important to note that the values exercise challenged the group to observe the norms that they had proposed.

Group structures such as the welfare committees became more effective after the values session. Participants assumed more responsibilities towards group cohesion while facilitators focused on the course design and process. Even if facilitators apply different approaches to tutorials participants commend that tutorials provide space for participants to reflect on the learnings.

The most valuable message for us was that, it is important to spend time building relationships with, and among participants before rolling out the curriculum. The process promotes shared responsibilities between facilitators and participants.

WEEK TWO: INTRODUCTION TO PERSONAL & TRANSFORMATIVE DEVELOPMENT

Map of the World: Working in country teams participants summarized the global challenges as; corruption, increasing poverty and crime, HIV and AIDS, Global warming, Political instability, and globalization. The world crisis impacted on the southern countries the most. For instance, HIV and AIDS infection is on the rise in Southern African countries. The spread of the pandemic is increased by high levels of poverty, which pushes people into ill acts for survival such as commercial sex, drug and substance trading.

Participants were engaged in a process of underling key areas that they are engaged in to redress some of the challenges. They summarize the main activities as:

- Mobilizing people against violence
- HIV and AIDS awareness
- Environmental awareness
- Child sexual abuse
- Preservation of indigenous knowledge
- Food security for women
- Citizens' participation in good local government
- Income generating projects for women
- Child protection from adaption

Analysing programme responses linked to [The Wheel of Fundamental Human Needs](#) discussion. Fundamental human needs unveiled a concern that in most countries women's needs are met much less than men. Shelter was cited by most groups as the area where women have access but nor ownership. Also cited was lack of access education especially for girl children in some rural communities especially in Africa where parents may make decisions that only boy children have access to educations.



Worthy of consideration for TFT facilitation team from week two was that discussions and reflections on sessions had a direct link to home phases. Activities such as, listening surveys, design and facilitation of workshops and the research project would be focusing on the subjects highlighted by participants during the discussions.

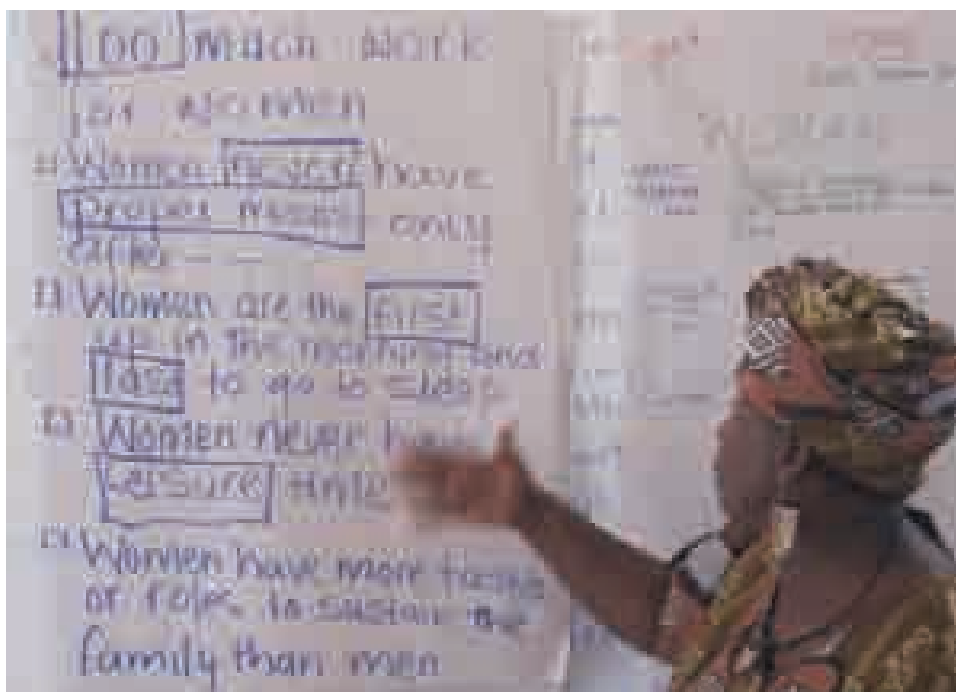
WEEK THREE: GENDER AND FEMINISM

Aims

By the end of the session participants will understand;

- How gender is constructed and maintained reinforced in society.
- Feminism as an ideology aimed at the establishment of gender equity.
- Patriarchy is an ideology for male domination.
- Select specific areas of action to mainstream gender in their work.

Families, culture, religious institutions were mentioned among the institutions where gender and patriarchy is perpetuated. Insightful during the discussion was the fact that Gender analysis needs to be dissected into four critical areas.



Political: Women make decisions behind the in the private sector at home.

Social: Women pass on the stereotype gender messages through the ways they raise their children.

Cultural: Culture is viewed as sacred. Using the 24 hr clock participants realised that although women are responsible for 90% of life nurturing 'their cultural position'.

Economical: The majority of men work in production where they are remunerated while the majority of women work in reproduction without remuneration.

The above are universal facts about gender what was important during these sessions were reflections on practical and strategic gender needs, (a) Practical gender needs, these were underlined as relief services that decrease the load on women's nurturing responsibilities such as access to clean water, provision of health care and employment. (b) Strategic gender needs, these vary from context and they challenge the gender divisions of labour, ownership power and control as well as traditional norms and roles. Equal wages, legal rights, domestic violence, and women's control over their bodies were highlighted as strategic gender issues that participants committed to explore further during home phases.

Feminism: By the end of the session participants knew the values of feminism. Feminist values identify with universal values such as solidarity, caring, integrity, freedom of choice and discipline. Feminism was thus defined as an ideology that fights against all forms of exploitation. The most significant learnings from Gender and Feminism were underscored as;

- Gender and Feminism challenge inequality between men and women
- Patriarchy is perpetuated by women through socialization
- The reproductive work of women is not indicated in the GDP
- There is need to develop a wheel of accountability

When we introduced Gender and Feminism they were about 3 feminists among the participants. After the session we had more than half the group identifying with Feminism. We noted with concern that Gender and Feminism were session in which men within the group participated the least. When they encouraged they shared the following:



“When I look at all these things that men are doing to women, I am scared, because for me it is supposed to be normal. I feel challenged and confused because I do not know where to start.” Bhekumusa

“I felt overwhelmed by the accusations because we are very few men” Mahara

“The struggle for gender equity is going to be long because women are the custodians of culture and perpetuate gender inequalities under the auspices of culture.” Xavier

When TFT facilitation team reflected over the gender session, we were left pondering over the possibility of creating the space for women only in the long term TFT course. And, involve men in the certificate and the introductory courses. Another approach might be to separate men and women in some of the gender or feminism discussions creating space for women and men to express themselves fully. The team noted that Feminism is still a challenge for both men and women. In their weekly assignment participants focused on gender more than Feminism. We acknowledge then that in the future Feminism should be separated from Gender.

WEEK FOUR: SPIRITUALITY AND ECOLOGY

SPIRITUALITY

Aim

To help participants;

- Investigate and understand the meaning of spirituality.
- Investigate and understand the difference between religion and spirituality.
- Explore processes of celebrating spirituality from diverse cultures.
- Increase the levels of awareness about the role of women in religion.



“Through the spirituality session I realised there is only one God, people differ in ways they express themselves to connect to this God.”
Rehema

“Do we have to import God?” Ntseki

“As Muslim woman I was so afraid of what would happen to just the two of us in the group, but through this session I realized that spirituality is about love of god and for one another.” Asina

“The group’s visit to St Mary’s in Gugulethu where they witnessed a collective and diverse way on praising God. “I found Allah in that church.” Rehema.

Spirituality is a very sensitive module because it challenges the ‘sacredness of life among people’. The spirituality session is built upon the conclusion that all religions are concerned with the well being of humanity. A common understanding of religion by the group was that;

Religion is that which connects human beings with God, with one another and with creation. Religion is founded upon beliefs and values that explain and show how to be interconnected. Religion is institutionalized through the doctrines and teachings of the institutions. Spirituality was defined as a call to genuiness. The call to be what you were created to be, a way through which we express God’s presents in our lives. Spirituality has to be liberating from internal compulsion to external constraining.

The serendipity we witness after spirituality is religious tolerance among participants. After the visit to Gugulethu the number of participants to celebrated mass increased from 6 to +25. This was a significant shift in people’s understanding of God. TFT facilitation team is grateful to Xavier who stepped in to assist when the facilitator of the session was taken to hospital on the day she was supposed to arrive.

ECOLOGY

Aim

By the end of session participants will;

- Understand the symbiosis between humans and the rest of the species on plane earth.
- Understand the dangers of genetically modified organisms GMOS.

The facilitator used lecture method this session was one of the most challenging especially the first part of the session ‘ecology’. GMOS were discussed in depth and the group observed that:

- Most government sign the agreements without necessarily understanding the implications of companies such as MONSANTO.
- Maize and Soya beans were highlighted as some of the GMO crops especially in South Africa.
- Even if the debate was hot, participants felt expressed that they had limited power to influence because the GMO companies offer free seed and chemicals to struggling farmers.

The team reflected and recommended that this session will have to be redesigned and presented next year. To this effect TFT has made arrangement with Verene Nicholas who facilitated these sessions with other TFT groups.

At the end of week four we engaged the group in reflecting upon the tools and processes used in the course. The intension was to measure the effectiveness of the course and also to consider sessions that might need to be revisited. The table below summarizes main responses and concerns from the group.

Fig. 3 Midterm Evaluations

APPRECIATED SESSIONS	AREAS OF CONCERN	TEAM RECOMMENDATIONS
<ul style="list-style-type: none"> • Weekly written assignments assisted with reading and writing skills • Exercises to explore personal journeys assisted in understanding the ‘SELF’ • Facilitators complemented each other • Simple language and participatory methods of facilitation • Participatory learning – informal structures of learning • Good relationships between tutors and participants • Tutorials help us to understand and crystallize weekly learnings • The encouragement and care from some of the Tutors • Facilitators’ participation in learning encourages the group wisdom 	<ul style="list-style-type: none"> • Changing facilitators every week • Responses to poverty, levels of awareness, Ecology and Feminism were not clear sessions • The written assignments put pressure on the participants • The programme is too packed, it does not allow time to relax 	<ul style="list-style-type: none"> • Facilitators are brought in because of their expertise, the team will ensure that facilitators use methods that help people to learn more • Levels of awareness, responses to poverty ecology and feminism will be redesigned and presented to the group. • The written assignments have two days to be worked on and that is enough time to work and produce credible work. All the other groups worked on this tight schedule

The midterm evaluation provided a vehicle for the team work of the last four weeks. The session on Levels of awareness was built into the Paulo Freire methods of adult education in week five. From this evaluation we also learned that we used diverse approaches to tutorial, and we decided to synchronize the general approach by spending more time with the group reflecting on the week’s work and split into tutorial just to synthesise group discussions.

WEEK FIVE: INTRODUCTION TO PAULO FREIRE’S METHODS OF ADULT EDUCATION

Aim

By the end of the week participants will understand;

- The difference between adult education and popular education.

- Paulo Freire’s insights on adult education.
- Communities’ response is driven from their levels of awareness.
- The role of a facilitators and animators.

Participants will be able to design and facilitate learning event.

Paulo Freire’s methods of adult education forms part of the core pillars of TFT course, because it provides the participants with the critical tools organize and mobilize communities for action.

To practice Freire’s methods of adult education we divided participants into 4 clusters of 3 groups of 3 people in each group. The aim of this exercise was to consolidate teams that participants live and work with during the 8 weeks. Each group designed and facilitated a one hour learning event within the cluster. Participants we encouraged to select generative themes from the leaving and learning community. Most of the selected themes focused on group dynamics such as; poor communication, poor role sharing, lack of support or caring among team members.



Because each cluster had a different venue all the presentation were completed in one day. We noted that teams that invested time in preparation clarifying the goals and design had better presentation. Groups with strong personalities tended to spend more time arguing about the design investing less time in preparing for the event. We observed that in some teams strong characters dominated over the other members of the group. To encourage team work all the groups worked on a reflection paper as a team. Participants underscored the following as learning points from the adult education week:

- Humility is critical in adult education.
- The task of a facilitator is not to provide answers but to investigate the problem with the group and together explore the future.
- Designing and facilitate learning events helped us learn how sharing and the most effective way to implement programmes.
- Levels of awareness helped us to understand the communities we are working in.
- Themes that are presented in codes help people identify the problems.
- The six steps of decoding are critical in getting to the root causes of the problem.
- The aim of the event has to be clear otherwise it is difficult for the group to engage the group.
- During preparations we learnt to let go off our egos.
- We learnt to create space for each other’s voice to heard within the group.
- Communication and role sharing are critical processes when preparing for facilitation.
- Codes must be depicting one problem otherwise it is difficult to guide the discussion.

The facilitation is a one hour process very often the teams get overwhelmed, we are challenged to explore other ways of helping the teams. Participants were concerned over the different approaches that the TFT facilitation teams assisted the teams to reflect on the presentation. Group dynamics can be overwhelming and affect the team performance such that the facilitators had mediate tensions. It is important to build in team dynamics exercises before the teams resume preparations for learning events. Although TFT has developed guidelines for assessing learning events, it is important to ensure that all facilitators are on the same page. TFT facilitating team should assist in group balancing to avoid participants dominating over others during the learning events. Participants should select one thematic area for further exploration during home phase.

WEEK SIX: INTRODUCTION TO ECONOMICS

Aim

By the end of the week participants will understand;

- The history of development and why Africa is under developed.
- Classes and Class struggle through the Dynamic model.
- The difference between production and reproduction.
- The causes of the 2008 – 2009 world financial crisis.
- Basic economics – Gross domestic product (GDP), and Gross national product (GNP).
- The signs of hope, and learn from economic alternatives from South America.

Economics was simply defined as the way in which people organize themselves to survive, what they eat and how they spend their time? How and where people get their income? And, political economy is concerned with ownership of the means of production; who owns natural resources such as land? Who produces and who benefits?

The simple definitions demystified economics for participants.

“I was so scared of economics because I thought we were going to be calculating yet I am not good with figures, but now I realise that economics is about the welfare of the people, I feel energized and I want to find out more...” Lucy

When we played the world game with the participants we were disturbed by low levels of historical awareness among most participants. It might be strategic for TFT to include a module on the history of development. The dynamic model was commended as a critical tool for understanding the relationship between political and economic structures.

“In Kenya the economic and political structures are controlled by the same people who changed hands with the former colonizers. It is very difficult to contemplate economic liberation without impinging upon the political structures.” Adelina



The Kenyan situation was indicative of most of the African governments participants expressed anxiety over contemplating to dismantle the highly consolidated system. To help participants understand how wealth is accumulated we played a simulation game 'star power' Reflecting on the game one of the participants commented,

"Where do we start these structures are too strong? I am overwhelmed with fear. I worry about the legacy that I am going to leave for my children and grand children." Mable

The game made participants realize that, (i) it is very easy to be corrupted by money and power. (ii) That the power of the oppressed is embedded in unity and solidarity with one another. (iii) That governments are controlled by those who own the means of production. (iv) organizing for change may start with small doable actions, but those micro actions have to be linked to macro civil society movements for support.

The input enabled participants to understand that;

- Africa is a very rich continent with raw materials that could sustain its people.
- The appropriation and accumulation of African resources is imbedded in the history of slave trade.
- The civil wars in Africa and other places of the world are over control of natural resources such as minerals and oil.
- Originally money was generated from production but with the introduction of stock markets money is generated from speculations, consequently the crisis 2008 -2009.
- The Britton woods institutions enhance poverty in Africa and other third world countries through the imposition of economic reform programmes that reduced public expenditure.
- Alternative economic approaches in South America are lessons worthy exploring for African governments and civil society could play a critical role in this respect.
- Because the GDP is based on the amount of good exported from the country, the plight of the poor people is never reflected.
- GNP is generated from foreign investments most African countries have very low GNP statics.
- Corruption and bad governance mire most of the African countries' economic growth, hence increased poverty.



What does understanding the crisis above mean for the work that participants are engaged in their organization? Responding to the question participants reflected that the economic strategies they would work on will depend on the environment local and national environment. While participants from Swaziland identified opportunities in their work with rural farmers on land ownership, on the other hand, participants from Zimbabwe struggled with the same issue because land ownership switched hands but maintained the same policies, continued to marginalize the poor. The Kenyan participants indicated that they would be working on land ownership because one of the participant seats in the community committee responsible for land distribution. These practical areas of work would be intriguing to follow up with participants when they come back next year.

By the end of the week all the participants were engaged in investigating the GDP and GNP of their countries. Even if the sessions were simplified and supported with a lot of exercises for participation, economics was a new subject area to more than half the participants. We might need to build in more time on this module. The first week might have to cover basic economic literacy and thereafter investigate the key concepts. The programme is very tight creating more space for some of the module might require more in service training time.

WEEK 7 AND 8 ORGANIZATIONAL DEVELOPMENT AND PLANNING FOR HOME PHASE

Aim

By the end of the sessions participants will;

- Understand the fundamentals of a learning Organization.
- Study and understand the theories and practice for building a strong civil society.
- Refine and develop new skills for building effective organizations.
- Understand and apply reflective theory.
- Be able to write a plan for their home phase.
- Know the relationship between power and love.
- Explore possible areas to change in their lives to balance power and love.

ORGANIZATIONAL DEVELOPMENT

The presentation was build around Peter Senge's (1990) theory of a learning organization and Adam Kahane's (2010) Power and Love.

A learning organization was communicated as an organization where people have space to expand their capacity and creativity with respect for collective power. This learning process was defined as adaptive and creative learning that continually generates new ideas for individuals, groups or organizations. The concept of Power and love enhance the capacity of the organization to grow. Power was unpacked as the ability for self actualization, and love as the drive to relate or connect with others.

Although the concept was new working in groups participants were able to unpack the practice of power and love at personal, family, community, organization and national levels. It was a shocking revelation for some participants when they realized that they had neither power nor love in their organization. Further, they also noted that in their personal capacities they practice power over each other or the people they supervised. The possible intervention for most participants was to start with reflecting on their relationships with others from family to the organization.

"I have been practicing power over volunteers. When I go back home I will create space for listening to them and plan work together" Ntseki.

Summarizing the insightful learning from the session the group highlighted that;

- Appreciative Inquiry helps to build on the positive energy of the people that we work with.
- Deep Democracy challenges us to listen to the voice of the minority in our organizations in the community.
- 'U' theory challenges us to take time for self introspection and to have a vision and work with other people to fulfil the vision.
- Organizations are built on relationships we are challenged to build relationships with the communities with whom we engage.

Participants expressed concern in trying some of the theories in the home phases because of the power relations in the organization.

A two-month course that is participatory and focused on each individual participant is very intense and demanding. This course would not be the success it has become without the dedication and commitment of full-time and part-time facilitators, who played such a critical staff role throughout. A number of the part-time facilitators contributed their time without remuneration and all gave of their time.



[We commend the following people and sing their praises:](#)

Stella Chisambo, Malawi, from organisation (organisation and participant well-being)

Adelina Mwau, Kenya, from the Women's Resource Centre (gender and tutorials)

Jude Clark, South Africa from the University of KwaZulu/Natal (gender and tutorials)

Nobuntu Mazeka, Nelson Mandela Foundation

Micheline Ravololonarisoa, formerly Director of Africa Desk, UNIFEM

Gugu Shelembe,

Zunaid Moola, South Africa, political economist

Ruth Mattison, Canada, new forms of organisational development

The Training for Transformation staff: Inês Neto and Lorraine Chicken who were there for everyone on any detail from lost passports to ensuring everyone had what they needed for a healthy learning community.

HOME PHASE PLANNING

Home phase work is supervised by identified mentors who are familiar with TFT methods. The home phase assignments include the following;

- Debrief colleagues from the organization about the course.
- Conduct a listening survey, design and facilitate two workshops.
- Write a design and a workshop report and submit by the 10th of April.
- Carryout a research or develop research guidelines based on one of the generative themes from the listening survey

To support participants TFT facilitation team wrote a letter to the directors of the organization and mentors. TFT will continue the communication with participants, organizations and mentors during home phase through telephone and internet.

Participants are expected back for the next Residential 8-week programme on the 20th April, 2011.

Overall Challenges And Lessons For The Year

This is the first year during which TFT had three programmes running, the certificate, introduction, and the diploma courses within one year. This obviously put strain on a very small staff component. In fact, the programme was implemented with only one fulltime trainer, the coordinator with subcontracted other training staff from time to time.

The certificate course wa too packed. There is need to revise the time and consider three to four weeks of each in service module.

Although it is strategic to work with organizations, the monitoring processes need to be further developed.

Four of the main donors of TFT have withdrawn from South Africa in the past two years, leaving TFT with a shoe string budget to work with. Responding to this challenge, TFT asked participants to pay for transportation to the course and part of the board and tuition fee.



Conclusion

The commitment by organisation to take more responsibility is evident that TFT is marketable, because of the financial challenges there is urgent need to further explore this approach for the sustainability of TFT.

TFT recognizes that the organizations especially in South Africa send credible candidates who influence decisions in their organizations to the certificate course and support such candidates financially.

TFT raised more than one hundred thousand rand (R100.000) from participants who covered their transportation and contributed towards board and tuition. We ought to encourage organizations to contribute more or work with donors to support country teams from outside South Africa.

Organizations' contributions need further investigation as a strategy for sustaining TFT.

The amount of work required to run three training programmes within one year requires more full time staff. During the residential courses, a team of four core people who are capable of working with tutorials is needed.

Training for Transformation remains and grows in its vibrancy from generation to generation. The growth of individuals and organisations and their impact within communities is evidenced from this approach to learning. We are grateful to all who make this a living reality.

With thanks to our partners:

Misereor

Bread for the World

Canadian Development & Peace

Anglo-American Chairman's Fund

Development Studies Centre: Kimmage Manor

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The Training for Transformation Programme is a programme of the Grail Centre Trust.

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TRAINING FOR TRANSFORMATION

Statement as at 30 DECEMBER 2010 - Unaudited

	Budget Annual	TOTAL TO DATE	Balance to Budget
INCOME :			
Funds on Hand from 2009		(506,527)	
Grant - Misereor		(305,790)	
Grant - Canadian Development & Peace		(215,130)	
Grant - Brot fur die Welt		(300,000)	
Grant - Anglo American		(75,000)	
Income Retrieval		(27,294)	
Interest Received		(1,489)	
Participants Fees - TFT Course		(67,635)	
Sale TFT Books		(2,531)	
INCOME TOTAL		<u>(1,501,396)</u>	
Less : Expenses			
Staff Salaries & Benefits	<u>925,500</u>	<u>627,782</u>	<u>297,718</u>
Workshop Costs	<u>1,258,000</u>	<u>763,317</u>	<u>494,683</u>
Certificate Phase 2 & 3 residential	390,000	228,964	161,036
Residential Phase 1 Diploma	868,000	534,353	333,647
Travel	<u>273,600</u>	<u>114,653</u>	<u>158,947</u>
Air Travel - Area Workshops	48,000	0	48,000
Car Hire	9,600	0	9,600
Participants Travel	108,000	30,114	77,886 *****
Field Trips	60,000	26,971	33,029
Resource Persons (Certificate & Diploma)	48,000	57,568	(9,568)
Books & Resources - Certificate Course	<u>16,000</u>	<u>5,980</u>	10,020
Books & Resources - Diploma Course	<u>20,000</u>	<u>13,942</u>	6,058
Books & Resources - Other	<u>15,000</u>	<u>0</u>	15,000
Accreditation Fees	<u>36,000</u>	<u>0</u>	36,000
Reports	<u>40,000</u>	<u>7,343</u>	32,657
Telephone Costs	<u>57,640</u>	<u>22,310</u>	35,330
Administrative Costs	<u>211,000</u>	<u>172,965</u>	38,035
	<u>2,852,740</u>	<u>1,728,292</u>	<u>1,124,448</u>
DEFICIT FOR YEAR TO DATE		226,896	
NB:			
Grant - African Womens' Development Fund - APPROVED		(350,000)	DUE END DEC
In Kind Contribution from Participants for OwnTravel			77,886 *****



TRAINING FOR TRANSFORMATION

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