



TRAINING FOR TRANSFORMATION

MID-YEAR REPORT 2015



A Programme of The Grail Centre Trust

1. GENERAL INFORMATION

1.1 Name of Partner Organization

The Grail Centre Trust

1.2 Project Title

Training for Transformation

1.3 Reporting Period

January – June 2015

1.4 Brief description of how the report was prepared

The report was compiled by the Training for Transformation (TfT) programme director. The communication officer edited and designed the report. Part of the report data was drafted by the Mozambique Angola Project (MAP) manager Abida Jamal. Data presented in this report was compiled from evaluations and reviews between January till June TfT activities. Reports from participants and telephonic interviews with some of the TfT graduates took place. Internet sources to verify statistics were also used.

2. CHANGES IN THE PERIOD SETTING

Africa is aware of the abundance of natural resources within a continent that is torn apart by deep-seated social, economic inequalities and political grievances from Cape to Cairo. In this context, the challenges are domestic, regional, and continental. For instance in countries such as Zimbabwe and Sudan security forces' responses have become infamous for brutality. The continent is witnessing increased migration to South Africa in search of survival. South African unemployed young people responded recently by launching xenophobic attacks against 'foreigners' targeting those from the African continent. Al-Shabab murder of civilians in Kenya increase by day with 147 Garissa University Students murdered in one day; and Boko Haram is in Nigeria displacing and killing thousands of people in both countries.

At the time of writing this report African leaders explore responses to the crisis by establishing a common market for Eastern and Southern Africa (COMESA), an economic strategy that could curb some of the problems. While the approach may appeal rhetorical, accountability and distribution of resources is mired by kleptomaniac leadership and bad governance.

The majority of Training for Transformation (TfT) participants come from countries such as Zimbabwe, Nigeria, and Kenya. These countries are struggling to survive the challenges as mentioned above. Nigeria planted a glimmer of hope by accepting democratically elected leadership. The most imperative need in Africa is creating spaces for people's voices and contributions to transformative processes. It is for this reason that civil society organizations are attracted to TfT. The TfT approach includes taking the methodology to organizations. For instance 'Development Action Group' of South Africa brought together 25 participants including the Executive Director for a one week Introductory Course.

2.1 Important Changes within the organization

There are no changes in the organization within this period of reporting.

3. IMPLEMENTING THE PROJECT AND ACHIEVING ITS OBJECTIVES

3.1 Project implementation

a) Training for Transformation Courses – these include Diploma, Certificate and Introduction

TFT COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Diploma Course 2014 -15	To facilitate the second in-residence phase of the 2014-15 Diploma Course	30 participants attended the second in-residence training of the Diploma Course. The best practice home phase was from Nigeria. The three participants worked with other Tft graduates. They saved 80 girls captured by Boko Haram and put them back to school.	2 participants dropped out. James Mwenda is a Christian Brother who seemed to be at odds with his calling and could not make a decision to come back. Elizabeth Bernard-sowho from Nigeria had to complete work in her organization. 5 participants from Zambia arrived 3 weeks late to the course because of visa problems.	Tft will work closely with the Christian Brothers to ensure that the brothers that are seconded for the course are psychologically prepared. Dialogues are organized once per week with brothers to discuss the essence of the learnings for their work. The South African government introduced a new visa regulation that is a challenge for Tft. Tft is working with the Grail Trustees and The Department of Home Affairs to reduce the problem in the future.

TFT COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Tft Courses Introduction Course 2015	To facilitate 2 Introduction Courses in Indonesia and Zimbabwe	4 Introduction Courses were facilitated attended by a total of 115 people: Zimbabwe with Cafod and Trocaire partners, South Africa with Development in Action Groups and Indonesia. The highlight of the Introduction Courses was in Indonesia where participants were elected into local government posts as village leaders. The significance of these positions is that village councils have legislative powers to manage local resources.	Tft had planned 4 courses for the year 2015. The demand at time of writing the report shows that Tft will have to facilitate 5 more Introduction Courses before the end of the year.	There is increased demand for Introduction Courses in South Africa. 3 of the courses in the second half of the year are within the country. The Introduction Courses are cost effective for the organizations and strategic for recruiting appropriate candidates for the Diploma Courses. Tft might have to consider suspending the Certificate Course in exchange for the Introduction Course because they are effective for organizations.

b) Mozambique Angola Project (MAP)

MAP COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Introduction Workshops	To facilitate 1 Tft Introduction workshop in Mozambique	Tft did not facilitate a workshop in May. In April (20-24) the project coordinator Abida Jamal facilitated a workshop attended by 35 lay women in Beira.	The schedule of the workshop coincided with Tft Diploma Course.	The last Introduction workshop will be facilitated jointly with Tft by end of September 2015. The challenge for MAP is that the tariffs were 40% of the actual costs for workshops in that country. Tft has decided to support coordination in Mozambique, and the training for team members from both Angola/Mozambique to build the capacity in the country. Partnership was created with Diocese of Beira through Diocesan pastoral and pastoral university and Catholic Commission for Justice and Peace-Beira, Sofala; ADEL-Local Development Association-Beira. The partners will invite the Local Facilitators (result from Certificate and Diploma Course) to facilitate Introduction Course that they sponsored partially.

MAP COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Participation in Tft Diploma Course	To return 4 participants for the Tft 2014-15 Diploma Course	4 participants from Angola (3) and Mozambique (1) attended the last phase of the Tft Diploma Course.		The Tft financial report unveiled that Tft subsidizes the MAP participants by 51% of the required costs to participate in the course. Carlos Ferraz (Angolan participant) is funded directly by his organization. Working with translations in ***

***** COMMENTS INTENDED ADJUSTMENTS (cont.)**

the course is not conducive for some of the MAP participants whose English level is minimal. It could be strategic to consider a series of Introductions Courses that cover the complete Tft process in Angola over a year or two. This approach was used in Indonesia and proved to be effective.

MAP COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Financial resources	To mobilize adequate financial resources for MAP	Through Introduction Courses Tft secured 50% toward MAP for their participation in the Diploma Course and one workshop in Mozambique.	Tft will secure funding for the coordinator’s salary and the training of 2 people per course till the end of the agreement.	It is still needed to secure funding to set up a fully fledged office in Mozambique. To this end Mozambique is working in partnership with The Grail Portugal. Carlos Ferraz, a participant from Angola, is working with Tft to fundraise for activities in Angola.

c) External Impact Study

IMPACT STUDY	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Tft Impact Study 2009-2014	To complete Tft 2009-14 Impact Study	A Tft Impact Study was carried out in three ways: the office staff, online, face-to-face interviews and community visits to the projects. Face-to-face interviews were conducted with graduates from 5 countries: Malawi, Mozambique, South Africa, Zambia and Zimbabwe. The total sample was 108 including 65 community beneficiaries and 43 Tft graduates. 62 graduates and 8 directors replied the online questionnaire.	Face-to-face interviews could not be facilitated in East and North Africa as previously planned due to limited financial resources.	To implement an evaluation recommendation Tft proposed a two way approach: (1) a five year strategic plan facilitated by the evaluation coordinator. (2) Responding to the growth and demand highlighted in the report, a “Super Trainers ThinkWell” will be hosted in September 2015 to produce a curriculum that will be used by Tft graduates to facilitate Introduction Courses within their countries.

d) Financial Resources

FINANCIAL RESOURCES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
[See Unaudited accounts]	To mobilize adequate financial resources for Tft 2015 programmes	Secured adequate funding for the 2015 through; Introduction Courses Cluster funding for Sudanese participants Sending organizations to Tft courses contributed towards board and lodging for their staff Arabic Translation of Training for Transformation manuals	The Arabic translations project is taking longer because the coordinator's mother passed on in June. Tft is now working with Jane Sworo in South Sudan to finalize the translations and printing. The Tft Arabic manuals should be ready for distribution by the end of November.	Tft is attracting strategic church based organizations in Zimbabwe such as CCJP and TROCAIRE. These are new partnerships that contribute toward funding. 5 applications were received for the 2016-17 Diploma Course from participants who attended Introduction Courses in Zimbabwe.

e) Monitoring and Evaluation

MONITORING AND EVALUATION	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Participants' stories of Tft in practice	To collect stories of most significant experiences of Tft in Practice	Two stories were collected from Indonesia and Nigeria. The stories were published through Tft website and Facebook .	The web manager was attending the Tft Diploma Course; as a result there were no stories for the months of May and June.	More stories will be collected during the last half of the year.

f) Marketing (Communications)

MARKETING Communication	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
	To layout and distribute: 2 Gr@ilVine newsletters by end of June; Tft 2016-17 Diploma Course brochure by the end of March; Impact Study 2009-14, Annual reports, Introduction Course reports. To update Facebook, website and blog	1 Gr@ilvine newsletter was circulated to 300 people in February by email and put online (Facebook, website). The Tft Diploma Course brochure circulated by the end of March and it reached up to 1000 people. Impact Study and reports were layout and sent on time.	The June newsletter was delayed due to the Communication Officer being part of the Diploma Course. It was circulated in July. For the same reason Facebook, website and blog weren't updated as often as usual.	Increased demand for Tft Courses could be attributed to Facebook, newsletters, website and blog. E.g., Tft Facebook reached 600-800 people with adverts for next courses at a time. It was at its highest with 2,263 views in one day with a picture of the 2014-15 Diploma Course.

3.2 Outputs

Under this section 2 stories were selected from Training for Transformation graduates and 2014-15 course participants. The rationale was the outstanding impact that the initiatives had in empowering women and communities.

Two participants of the 2014-15 Diploma Course (Beji Benjamin Jibe and Mary James) worked with a TfT 2012 graduate (Ruth Oladosu) to rescue 80 girls from Boko Haram. They secured scholarships for the girls and they are now in school.

Maria Latumahina, a 2013 TfT graduate, launched a training programme in Indonesia. Some of the trainees have been elected as village leaders. The importance comes from the fact that village councils have legislative powers. They can pass laws on the management of local resources. The villagers produced long-term plans for people to curb logging and produce their own food. The garbage management and recycling project initiated by TfT Introduction Course participants is now working with the university.

Placedes Ranga from Zimbabwe worked with a community to build a school, assisted by the technical team from the National Army of Zimbabwe. The school was intended to cater for 200 primary school children. At the time of writing the number of pupils has doubled.

“I have heard about the army in Zimbabwe as an organ that creates terror among its own. I am shocked that the Army is building schools with the people. This is what is expected of its role: to protect people” Maria Rhie, South Korea, at a school hand over in Zimbabwe.

4. CONCLUSIONS

4.1 Lessons learned within the specific period

TfT has attracted new partnerships in Zimbabwe CCJP and TROCAIRE. This is new ground that needs more attention to revive civil society that is said to be overwhelmed by fear and need of new approaches.

New strategies to root TfT in South African civil society need more attention. More organizations from the country requested Introduction Courses. At least 3 of the last courses scheduled this year will be with South African NGOs.

Cluster funding from partner organizations should be increased, for example, CCJP and TROCAIRE Zimbabwe should be supporting partners for TfT Diploma Courses.

TfT growth in Indonesia requires translations of the books into Bahasa (Indonesian language). TfT is working with Maria Latumahina and the team to get the books translated. A local team of 20 people was selected to undergo separate training. The trainees will assist with training on other Islands.

The MAP project is challenging for TfT due to the limited funding. The proposition is to support the TfT coordinator in Mozambique while she implements programmes jointly with The Grail Portugal.

To curb distortions of MAP tariffs separate budgets and proposals need to be developed with Mozambican and Angolan TfT. Each country would need a national coordinator who will work with the current project coordinator in Mozambique. TfT will facilitate a meeting with MAP graduates during the 'Super Trainers workshop' in September.

5. INTERNAL AND EXTERNAL ACTORS AND STAKEHOLDERS

5.1 Internal and external stakeholders

New partnership within the church in Zimbabwe and more requests for TfT Introduction Courses from South Africa is plausible. TfT should strive to increase this approach.

Long-term strategic partnership with institutions and other organizations such as the Catholic Church in Beira and Caritas Angola continues to be vehicle to the foundation of TfT Introduction course sustainability in Mozambique and Angola.

5.2 Co-operation with other partners

Continued nurturing of the TfT partnerships with three strategic partners, i) the Christian Brothers African Province, ii) the United Church of Zambia, and iii) Papua Provincial Planning Agency (BAPPEDA) Indonesia. TfT entered into partnerships with 4 organizations CCJP, and TROCAIRE in Zimbabwe, Development Action Group (DAG) and Goedgedacht in South Africa.

6. PLANNING MONITORING AND EVALUATION

6.1 Actors and procedures of project steering

The project has six significant areas;

- a. **Training.** TfT Diploma and Certificate Courses, teams from civil society organizations get skills and tools to engage with communities. The three approaches to Training for Transformation Courses are divided into two segments, i) the theoretical study of skills, methods and tools. ii) Practical implementation with mentors in own organizations and communities with whom they engage. Introduction Courses are designed with host organizations to maximize effect.
- b. **Mozambique Angola Project.** The segment is to introduce TfT in Portuguese speaking countries. The process is twofold; Introduction Courses facilitated jointly with TfT and the participation of civil society activists and future facilitators in the TfT Diploma and Certificate Courses.
- c. **Financial Resources.** To mobilize adequate financial resources for TfT 2015 programmes.
- d. **Monitoring and Evaluation.** To collect stories of most significant experiences of TfT in practice.
- e. **Impact study 2009-2014.** To assess the effect of TfT in the lives of graduates, organizations and communities with whom they engage. This project is completed. To implement the Impact Study recommendations, TfT will develop a 5 year strategic plan. To respond to the demand for Introduction Courses TfT will host a 'Super Trainers Workshop' with 36 TfT graduates and facilitators. The purpose of the workshop is to produce a curriculum that will be adapted to facilitate Introduction within the countries or regions.
- f. **Marketing and Communications.** To design an effective online marketing strategy for TfT Courses.

7. OUTLOOK SUSTAINABILITY

7.1 Sustainability of positive effects

Introduction Courses, cluster funding, and contributions from organizations prove to be a viable sustainability strategy for TfT. By end of 2015 TfT will have generated over Rand 1 600 000.

Sending organizations to the TfT courses contribute 100% transport and 20% towards boarding and tuition fees in 2015.

7.2 Sustainability for continuation of the measures

Strategic partners mainstreamed TfT in their organizations capacity building programmes.

TfT will produce a curriculum for Introduction Courses.

TfT will set up regional and country facilitation teams.

7.3 Activities for fundraising and to increase self-financing

The Introduction Courses are fully sponsored by hosting organizations. In some cases TfT corroborates with sending organizations to fundraise. For instance, the partnership with Western Papua will generate Rand 900.000 by the end of 2015.

TfT needs to secure cluster funding for civil society organizations in countries needy such as Sudan. Participants from these countries would be funded full board and lodging to participate in the TfT courses.

The demand of South African civil society for TfT has increased.

8. SUMMARY ASSESSMENTS

8.1 Assessment

Increased demand for TfT Introduction Courses by new partners in Zimbabwe and South Africa.

Translation of TfT books into Bahasa for Indonesia.

Renew the Introduction Course agreement with Indonesia.

Produce a TfT Introduction Courses Curriculum.

Train 36 TfT graduates for country and regional facilitation.

Social Networking, Web Strategy and E-mail Marketing prove to be an effective marketing strategy that increases demand for the courses.

8.2 Effectiveness

TfT achieved its objectives and received more requests for Introduction Courses. TfT attracted new partnerships in Zimbabwe and South Africa.

TfT successfully organized cluster funding for 3 women from South Sudan to participate in the 2014 -2015 Certificate and Diploma Courses.

Sending organizations contribute 100% of the transport and 20% toward tuition, food and boarding for the participants that are on Tft bursary.

In Mozambique partnership with strategic organizations such as religions organizations and local and community development organisations ensures that the methodology is used to empower majority of the marginalized people.

8.3 Additional Effects

Introduction Courses have the potential to impact significantly towards Tft marketing and recruitment. The participation of 3 Angolans has paved the way to root Tft within civil society in Angola.

There is a demand for Tft translation into Bahasa for Indonesia.

8.4 Longer-term impact

Tft could be rated at 80% long-term impact. According to the Impact Study, graduates are not only able to engage with communities, but they also set up new initiatives.

Country and regional facilitation teams decentralize Tft. More training will be accessed by community activists.

8.5 Sustainability

By now, 60.5% because Tft generated half of the Diploma Course budget through Introduction Courses during the first half of the year. In the future, the sustainability structure is rated at 65.5% because Tft will train regional teams that will facilitate the training.

Partnership with church organizations is long-term, as such the funding sources from these organizations could be estimated at not less than 5 years.

Tft is aware of the fact that education could never be 100% self-sustaining. It is for this reason that we will continue to fundraise for the courses. For instance, cluster funding for participants, and partnership with other organizations such as Christian Brothers, the United Church of Zambia and Western Papua.

Working with local organizations shows that with minimum resources can train more people in Mozambique.

ACKNOWLEDGMENTS

We are grateful to the following donor partners who supported the TFT process

BREAD FOR THE WORLD

MISEREOR

ANONYMOUS

We are grateful to Paddy Reilly and the team at Kimmage Development Study Centre for the continued support and mentorship to ensure that the course delivers credible acceptable learning standards in development education.

Report prepared by Talent Ntombi Nyathi, Director of Training for Transformation.

TFT IN PICTURES JANUARY –JUNE 2015



Group sharing. Introduction Course CAFOD, Harare, Zimbabwe. January 2015



Making a 'Code'. Introduction Course CAFOD, Harare, Zimbabwe. January 2015



Group discussion. Introduction Course DAG, Kleinmond, South Africa. February 2015



Group creative work. Introduction Course DAG, Kleinmond, South Africa. February 2015



Introduction Course in Indonesia. February 2015



Gender session. Introduction Course in Indonesia. February 2015

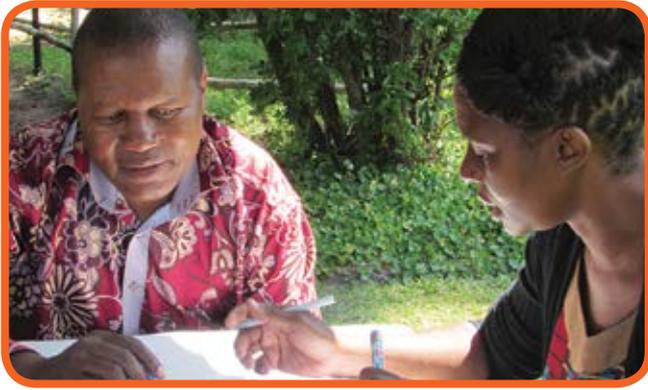


Human Rights Workshop run by Jane Sworo. Home Phase 2014- 15 Diploma Course, South Sudan. March 2015



Domestic violence workshop; run by the Christian Brother Nicodemus Okuku. Home Phase 2014- 15 Diploma Course, Nairobi, Kenya. February, 2015

TFT IN PICTURES JANUARY – JUNE 2015



Introduction Course TROCAIRE, Harare, Zimbabwe.
May 2015



Introduction Course TROCAIRE, Harare, Zimbabwe.
May 2015



MAP participants in 2014-15 Diploma Course.



Handing out certificates, 2014-15 Diploma Course.
April - June 2015



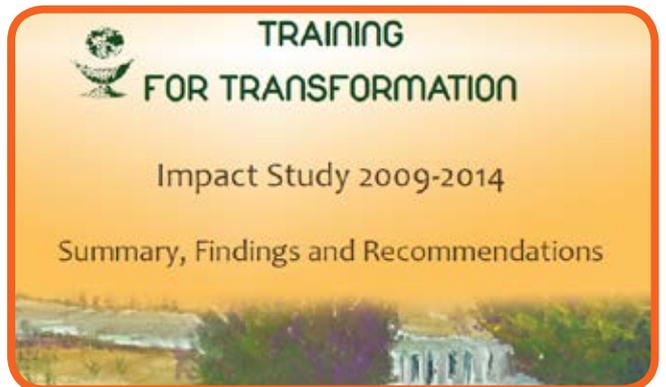
Permaculture. Introduction Course in Indonesia.
June 2015



Final Celebration. Introduction Course in Indonesia.
June 2015



TfT social media. Facebook highest peak reaches 2,266 people in one day. June 2015



Impact Study 2009-14 Report.