



TRAINING
FOR
TRANSFORMATION



ORGANIZATIONAL TRAINING

DIAKONIA

Koinonia Conference Centre, Durban
6th September – 9th September 2010

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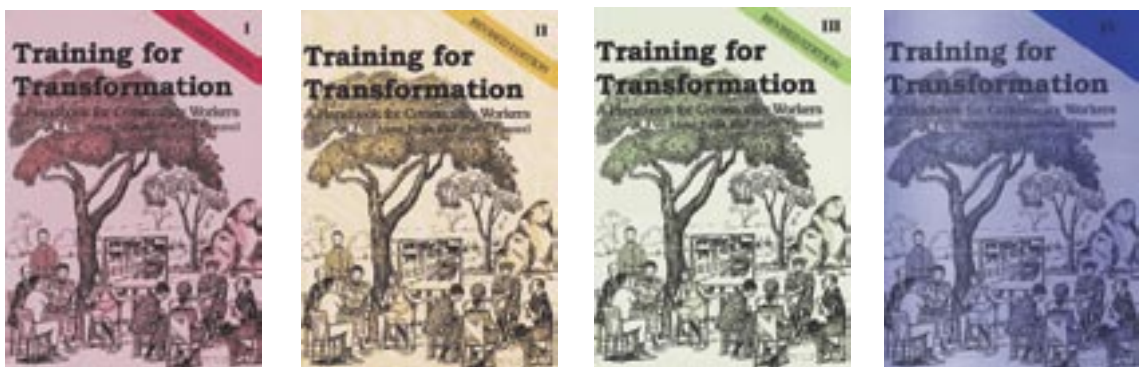
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INTRODUCTION

The organisation-based Training for Transformation is a pilot project aimed at introducing basic community organizing and mobilizing tools and skills to development practitioners who do not have ample time to attend the courses organized at The Grail Centre in Cape Town. This report provides an overview of the background of the Training for Transformation Course, followed by detailed report of the second segment training report.

1. TRAINING FOR TRANSFORMATION 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 the resource 'Training for Transformation': A three volumes handbook for community workers, 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, some development practitioners grappled with applying all the Training for Transformation methods. As stated by a woman from Rwanda:

"We have learnt the methods five generations from the original source. We need a clearer understanding and practical skills to make community consciousness and self-reliance more effective."

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 2002.

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:

1. Understanding deep psychological blocks in people who have been traumatized by poverty which hinders trust between and amongst people with different cultures. Training for Transformation believes that transformation starts from within.
2. The development of critical conscientization as argued by Paulo Freire – that through critical conscientization people become subjects not objects of their own development.
3. Deepening socio-economic and political analysis of the structures that are detrimental to societal development, and advocacy more relevant to community development.
4. Participatory methodologies in basic adult education developed by Freire, Knowles, Benne, Ritvo and other practitioners based on understanding group leadership and group dynamics skills.
5. Forms of organizational development that encourage creativity and responsibility.
6. The link between culture and spirituality that encourages and enhances deep long-term commitment towards peace and justice.

1.1. Goals of Training for Transformation Course

- 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 ensure that macro- economic policies are to the advantage of the marginalized.

Since The Grail Centre began offering the course in 2002 more than 143 participants from 17 countries and 106 civil society organizations graduated from the course. Women have purposefully constituted the majority participants 93% with only 7% men.



1.2. Training for Transformation with Organizations

Training for transformation with organizations is a process aimed at enhancing the ability of development practitioners with practical skills to organize and mobilize communities for change. It is for this reason that the organizational training focuses on the practical skills and tools based on the six key modules of Training for Transformation.

1.3. Justification

In 2009 an impact study of the 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 during the long term course their field officers would have to spend two months away from the communities with whom they engage.



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

1. A six weeks phased certificate course during which participants spend three two-week blocks for in-service training.
2. A three-week long Introduction to Training for Transformation Methods, that takes training to the organizations. The rollout process is an outreach in which the Training for Transformation facilitators systematically work with organizations to design a course based on the foundations of the following six key modules:

- 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

To ensure credible design and a process that speaks to the needs of the organization, the process facilitates thorough communication between the hosting organization and Training for Transformation. The organizations take responsibility for organizing resources for the venue, transport and facilitation. Training for Transformation takes

responsibility for the design and facilitation of the process.

Training for Transformation launched a pilot introduction programme in July 2010 with the DIAKONIA Council of Churches in Durban. Fourteen participants drawn from five organizations attended the first and second segments of training in July and September 2010. This training was divided into three segments that covered two modules per segment.

2. SEGMENT 1: THE FIRST TRAINING WORKSHOP: 19-23 APRIL 2010

The aim of the first segment was to explore tools and methods that help development workers build trust and develop critical conscientization processes within their organizations and with communities with whom they engage.

The specific objectives of the workshop 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** to understand facets of the problems that the communities are struggling.



The pleasant surprise for us was the fact that organizations seconded people that are in charge of designing programmes to this short introductory workshop, consequently their analysis and reflections were much deeper than the analysis we get from participants during the long-term course. . As stated by Bapiwe from DIAKONIA [please see first report for details]:

"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."

The participants were given two months to try out and practise the tools and methods drawing key learnings from their fieldwork for discussion during the second segment of training.

3. SEGMENT 2: THE SECOND TRAINING WORKSHOP: 6TH – 8TH SEPTEMBER

The aim of the second segment of training was 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

The following section gives an overview of the process, reflects on discussions and provides recommendations for improving the training and field work.

3.1. Giving and Receiving Feedback: Lessons From First phase

Aim

Enable participants to draw key lessons from fieldwork in a supportive and enhancing manner.

Task

Participants work as individuals and as organizational groups to reflect on:

What were the most important lessons you got from giving feedback to the organization?

Which were the most applicable in your work tools most applicable in their work?

Which tools were most difficult tools to use?

What were the most significant surprises at personal, organization and in communities?

What are some of the areas that you think you still need to improve?

Responses

Pietermaritzburg Agency for Christian Social Awareness [PACSA]

Three participants from this organization worked as team. They defined their role as mainly working the youth, women and unemployed people. For this team the most effective tools were:

- Facilitation using the **six steps of analysing a problem**
- Finding the **generative themes** and choosing the right **code**
- Different ways of **responding to poverty**

Diverse codes, such as story-telling, drama and statistics were used to generate discussions with young people. During the process they recognized that they were more enlightened in applying their facilitation skills and could use to the wheel of fundamental human needs. The young people in the community were excited about the process because the methods challenged them to come up with alternatives for job creation, dealing with drug and substance abuse and to continue with their studies. The team experienced challenges at an organizational level where they cited that:

“The space is not conducive to implement change because people are used to do things in certain ways.”

It would take time for the team to transfer new skills in big organizations such as PACSA.

DIAKONIA Council of Churches

The most applicable tools for participants from this organization were:

Problem posing: “used during the organizational analysis day where we looked at whether we are still relevant as an organization.”

Dynamic Model: During scanning the environment and drawing out activities and programmes.

Goddess of the universe: During the environment course.



Although the group experienced time constraints because of packed work schedules they commended the above-mentioned tools as most effective and easy to use. Because DIAKONIA was hosting the training these participants had space to share the key learnings with the organization. They commended the support they get from the organization to practice the new skills. Karen Read, the director of training at DIAKONIA commented that:

“We still have three other people in the organization that need to be trained.”

From the DIAKONIA group reflection we learned that in instances where the leadership is in the driving seat supporting Training for Transformation, ample space and support is given to the officers.

Kwazulu Natal Network Against Violence Against Women, Marianridge Community Counselling

These organizations were represented by one participant each and as such, worked in one group. The three brought out the following key tools, skills and insights

- Steps of analysis
- The Dynamic Model
- Fundamental Human Needs

In this group participants commended the level of confidence that they demonstrated when they engaged with the groups. They felt more confident, motivated and

committed to their work. The three members also expressed concern that they experienced some resistance to the new ways of doing things from other members of the organization specially the leadership.

Evaluation of Responses

The response from participants can be analysed in twofold. First, the tools and methods shared with participants were applicable, as all the participants found such tools useful, particularly in enhancing their ability to implement programmes at organizational and community levels. Second, the manner in which participants carried out their work enhanced their self-esteem expressed as 'confidence in implementing the programmes'. With the exception of DIAKONIA, all participants did express measurable concern with introducing new ways of training or engaging in their organizations.

As possible measure to redress the concerns from the participants, it might be commendable for DIAKONIA to work with Training for Transformation in designing an orientation process with the leadership of other organizations.

3.2. Introduction to understanding: Satisfiers and false satisfiers of Fundamental Human Needs; Causes of poverty; Economic justice

Aim

To take participants through a process that helps them to identify fundamental causes of poverty and to come up with strategic approaches to reducing poverty.

Tool

The session was introduced through the arm code.

Key questions for discussion

What did the following represent?

- The patient
- The doctor
- The Medicine



Responses

(1) The patient was identified as the community (2) The doctor was defined as either NGO field officers, or as donor organizations. (3) The medication was said to be all the community initiatives or programmes that organizations design in their offices without the involvement of the people concerned. The prescriptions were also said to be coming from the international donor organizations to local NGO that are desperate for funding.

As stated by one participant (Jenny):

“We write proposals that fit within the donor requirements otherwise we have no funding for our activities.”

In addition to local communities and NGOs, African governments were also cited as heavily dependent upon the West especially the USA and UK. The increasing influence of China and India was also mentioned. Processed goods from China and India were described as flooding the African markets resulting in large numbers of people losing employment, particularly within in the textile sector.

Community based income generating projects were sighted as alternatives that have potential for growth and economically empower people.

“Our people have become apathetic, there are without energy to act, we need alternatives”.

Community prices that cannot compete with the corporate sector, limited access to land, markets, and bad local governments were discussed as hindering factors. The media and corporate sector were described as subduing community chances to succeed in business. While the corporate sector can afford to lower prices because they sell in bulk, on the other hand, the local producers can hardly survive from selling their products. The community projects can hardly compete with the corporate sector, they do not have enough land, the production is low, and prizes are said to be too high.



The local government is reluctant to allocate land to community projects, because they are often paid higher prizes by the corporate sector. The community land based project drift from place to place as they are evicted creating space for large corporations.

A strategic approach of working hand-in-glove with local authorities was a suggestion that participants agreed to try out. This approach was seen as helping organizations and community groups to secure land, markets for community products.

The serendipity for us during these discussions was the fact that the participants' conclusions confirmed Dambisa Moyo's (2009) notion that prices, access to markets and good governance are pre-requisites for poverty reduction and economic growth in Africa. We also noted that participants' discussions were enriched by mirroring on their lived and work experiences. From the dialogue with and among participants we also realized that participants were clear that the nucleus income generating initiatives are steps in the right direction for poverty reduction and economic empowerment.

3.3. To deepen problem analysis and possible solutions participants were divided into three groups

Task

Identify the community issues and analyse the social, political and economic causes

How do people earn their living in the communities?

Who makes decisions about the development of infrastructure?

What will you see in the community among people if your interventions are carried out successfully?

Use the grid to underline possible solutions and social indicators.

Responses

Domestic violence, unemployment, drug and substance abuse were identified as the generative themes. **Economic** causes were underlined as: globalization, privatization, low wages, retrenchments, and trade in drugs. Inadequate and ineffective policy implementation, corruption 'with regards to tender issuing processes' especially at local government levels were highlighted as **political** causes of the problems. The groups emphasized, peer pressure, isolation and fear, low-self esteem, low literacy levels as **social** causes.



Community pathologies emanating from the above were emphasised as: crime, prostitution leading HIV and AIDS, suicide, family disintegration, drug and substance abuse. The escalating levels of social ills erode the spirit of Ubuntu among the people.

The escalating levels of social ills erode the spirit of Ubuntu among the people. The group identified interventions that could possibly be mainstreamed within the existing work programmes, e.g.:

- Creating awareness in schools and communities against drug and substance abuse
- Introduction of small trading community based cooperatives
- Life skills training
- Skills training
- Lobbying for free health care
- Working with municipalities to get land for community projects
- Recycling Awareness within the communities
- Promoting community exhibitions
- Encouraging people to buy local products
- Working with police stations
- Organizing couples retreats

Community Social indicators

- Children perform better in schools
- Women are elected in local structures and become more vocal in community meetings
- Decreased crime and domestic violence cases
- Safe and free communities
- People own small business
- Cooperative projects
- People 'buy local'
- Abusers lead in campaigns against drug and substance abuse
- Integrated families
- Resources and skills are shared

As participants continued to work on the grid, their analysis deepened. Despite the seemingly insurmountable community pathologies, participants discussed doable activities that were possible to streamline within their existing programme. This realization was pertinent for us because it confirmed that the tools and skills that we shared with the group would enhance their ability to engage with the communities.

34. Facilitation skills

Aim

Participants to design and practice facilitation

Task

Participants were divided into three groups of 3 people each to:

Choose a community generative theme

Design a one hour learning event that you will facilitate before the group.

Think about the aim – what you want people to get from your facilitation

The code – how will you start the discussion, the roles, who will do what task among the three of you?

Three thematic areas, poverty, access to information, HIV and AIDS were selected by the groups.

Highlights of the process included codes that sparked the discussion. For instance, a group had a skit about a teenage girl who left home because of poverty, went to the city in search of survival and later returned home to die from AIDS. Statements by the parental characters in the skit :



*“What will the neighbours say about us when they hear that you have AIDS?”
“You have brought us shame my child.”*

Ignorance and stigmatization prevent people from searching for assistance for relatives that are HIV positive who eventually are left to die of AIDS. “It is that thing...” was said to be a phrase commonly used in the communities to avoid mentioning that a person is infected with HIV or has AIDS.

Even though the participants might still have room to improve their facilitation skills (especially the questioning process), considering the fact that they had minimal time to prepare (the evening before presentations), they performed well. We were impressed by their ability to take the group into analyzing the root causes. Two of the groups used the web which demonstrated their ability to dissect facets of community problems. Some of the main causes of the problems discussed were:

- Lack of information about HIV and AIDS
- Illiteracy
- Stigmatization
- Poverty
- Poor health service delivery
- Culture – children do not discuss sex with their parents
- Alcoholism
- Unemployment
- Trading in drugs

The group proposed:

- Raising awareness on HIV and AIDS
- Simplifying and translating important information about HIV and AIDS into local languages
- Mainstreaming HIV and AIDS discussions during community and church group meetings
- Community based income generating activities; as practical strategies towards finding solutions

As stated in previous sections of the report the discussions were reflecting on the lived and working experience of the participants.

“The youth groups that we work with at PACSA often do not know what to do after Matric. Due to peer pressure and stress they resort to alcoholism and drugs. Our role is to provide information on where to find skills training, or how to organize themselves into a group that can start a project.”



Reflecting on the facilitation events, participants cited that they still need to work on asking questions that speak to issues of survival ‘economic’, decision making ‘political’ and socialization ‘social’.

“ Not only does asking questions matter but also how to control the group contributions such that we do not have some people speaking more than others, almost instructing the facilitators about how to proceed with the process.” Thulani

While it is pertinent for participants to grapple with design and process, it is more important to note that in practice, conscientization is a process that needs more time. Furthermore, actions might be launched after long periods of preparation.

3.5. Evaluation

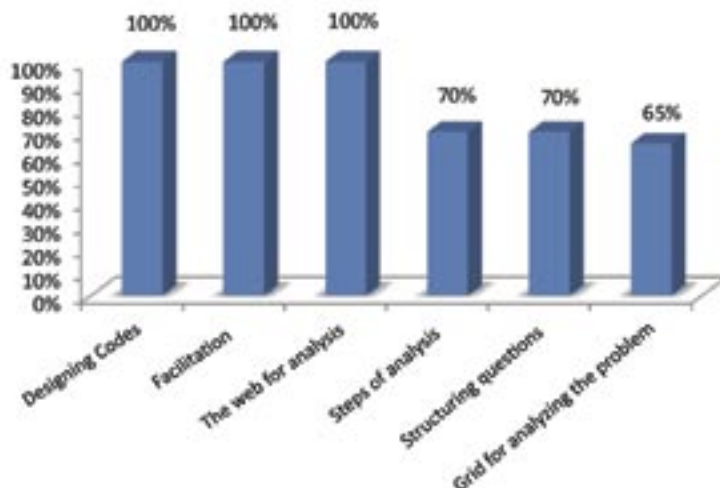
Aim

To measure the effectiveness of the process and methods, and make recommendations for improving the last segment of training.

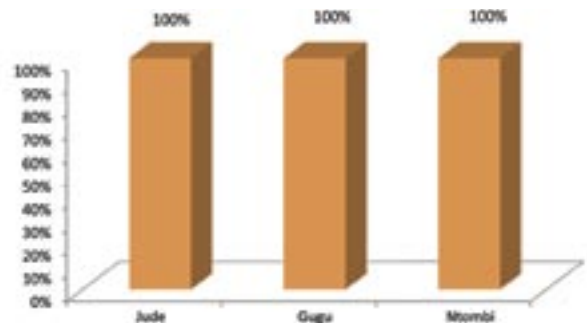
Task

- What was most valuable for you in this follow-up training?
- Which skill do you feel most confident?
- Which skill is most useful in your work?
- How did you experience facilitators?

Tools and Facilitation



Facilitators



Total number of participants - 9

Using the web as a tool for analysis, designing codes, steps of analysis and developing social indicators were highlighted as the most important learnings of the three day process. Some of the participants expressed the need to deepen the questioning process and more practice on how to use the grid. As stated by one participant:

“The most important skill for me is the style of presenting the codes, the process of analysis using the wheel of fundamental human needs, the spider web, the grid and structuring the questions to get to the root cause of the problem.”

The time pressure element often comes with training for transformation process. This group suggested four days each for each of the three segments.

The last cluster of the training will be in first quarter of 2011 and the dates will be communicated through DIAKONIA.

CONCLUSION

Organisation-based Training for Transformation is a process that is aimed at working with strategic people within the organizations who, due to time constraints and workloads might not find it feasible to attend the certificate and the long-term course. To facilitate this process the hosting organizations take on the responsibility to mobilize resources, organize participants, venue and transport.

Training for Transformation has a role in designing the programme in close consultation with the host organization. Information shared during the second cluster of the training demonstrated that the methods and the tools shared are not only applicable but effective in redressing some of the challenges with which participants are struggling.

The process maximizes the use of resources as more people can be introduced to the methods from an organization, the challenge remains creating space for the new methods to be embraced by the leadership teams in some organizations.





TRAINING FOR TRANSFORMATION

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