



TRAINING FOR TRANSFORMATION

Mid-Year Report

January - June 2011



A Programme of The Grail Centre Trust

Dedication

This report is dedicated to Margaret Kiumo who passed on a week before phased two commenced. We celebrate that Margret was with us for the first eight weeks of the course and we got know the strong woman and activist she was. We will always live to cherish the richness she unfolded to all of us.



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1. REPORT DETAILS

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Project Title

Training for Transformation

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27th June 2011

Person/s responsible for this report

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2. VISION, MISSION AND CONTEXT

Vision

A new level of leadership in development education whose theory is grounded into practice.

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.



CONTEXT

In his foreword to Dambisa Moyo's book 'Dead Aid' Niall Ferguson raises pertinent concerns about African economic debates captured mainly by Western Scholars in the very much the same manner as African colonization. His discussion brings to fore Moyo's argument that despite billions of aid poured into Africa since the 1970s, sub Saharan African countries wallow in a seemingly never-ending cycle of corruption, disease, poverty and aid-dependency. These conclusions are more eminent in all the seven African countries participating in the TFT 2011 Diploma Course.

The six countries from which other participants come from are hovering between debt and corruption. South Africa, home for the Grail Center where the course is hosted is not spared from the calamities. Despite hosting the renowned international event 'The World Soccer Cup' South Africa is struggling to balance the overwhelming gap between the rich and the poor. Unemployment, poor service delivery, violence, crime, drug and substance abuse are alarmingly increasing. Exacerbation of these social ills emanates from the fact that out of 34% people without jobs, 15 -24 year olds constitute 51% of unemployed in South Africa. Statistics from 2011 show that alarming unemployment rates in the other six African countries participating in the Diploma Course as follows; Uganda 22%, Kenya 40%, Swaziland 40%, Zambia 50% Zimbabwe 70% and Nigeria 19%.

Sub Saharan Africa has an estimated 22.5 million people living with HIV virus, two thirds of the world population infected with the virus. 14 million children in the region have lost either both parents or one. Swaziland has the highest HIV infection rate at 38% of which 56% are females. The world average life expectancy is 67 years. The sub Saharan Africa region's longevity is 46 years. The highest infant mortality rates are in Zambia 101 and Swaziland 68 for every 1,000 births.

Countries such as Zimbabwe and Swaziland experience multiple challenges including thwarted space for freedom of expression and political participation. The two countries have the lowest life expectancy, Zimbabwe 34 years, for females and Swaziland 33 years. With the region entangled in a web of socio-economic and political crisis, TFT is strategically placed to work with teams of change agents drawn from active civil society organizations whose main drive is to redress the facets of multiple crisis in their specific countries.

3. INTRODUCTION

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.



TFT recognizes the importance of linking local and national initiatives to the global civic movement.

The course is developed on six modules:

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

The notion behind TFT approach is creating bridges between theory and practice. The learning process is carefully woven in ways that imparts skills, tools and methodologies that enhance the capacity of civil society activists to engage with communities. Using the skills, tools and methods the graduates are expected to raise awareness in ways that enable communities to organize, lobby and engage in process that respond to; (a) HIV and AIDS, (b) drug and substance abuse, (c) promoting good local government, (d) environmental awareness campaigns (e) economic alternatives and food security for the poor and (e) gender equity.

TFT is divided into three distinct approaches; First, **Introductory Course**, a three months process facilitated within organizations. The course is; (i) A recruitment strategy for the Certificate and Diploma Courses. (ii) Impart TFT participatory methods for mobilizing and organizing communities for change at minimal costs. The process is born out of thorough collaboration between the hosting organization and TFT to ensure credible design that speaks to the needs of the organization. The hosting organization mobilizes resources and assumes all administrative responsibilities. Training for Transformation takes responsibility of designing and facilitating the process. The Introductory Courses are the only TFT processes that generate income at R3.000 per day.

Second, The **Certificate Course**, this is a comprehensive six months programme aimed at decision

makers and programme managers within civil society to share and acquire skills and tools for development work. The skills and tools acquired ensure that the planning, implementation and evaluation processes are participatory and reflect on the best interests of the beneficiaries with whom the organizations engage.

Third, The **Diploma Course**, a one year international development education programme that brings together teams of civic activists from the Africa, and Asia. The participants attend 16 weeks residential training process that challenges them to deepen their theoretical understanding of development.

All the courses are clustered into learning process of theory and practice. For the introduction course the theoretical part is facilitate by TFT staff. While the certificate and Diploma Courses facilitators are selected development thinkers and practitioners for specific modules within their expertise. The home phases constitute putting into practice theories learnt during the residential phases. Mentors are individuals conversant in the TFT methods who are tasked to supervise and support the students during home phases.

4. GOALS OF THE PERIOD IN REPORTING 'JANUARY –JUNE 2011'

- a) Staff from DIAKONIA Council of Churches and Woman on Farms Project use participatory methods that enable women they engage with to redress poverty, HIV and AIDS, gender based violence, drug and substance abuse and secure fulltime employment.
- b) Trained Teams from organizations engage with communities and assist them to own and control development programmes focusing on; creating employment, taking care of the environment, respond to HIV and AIDS participate actively in local government.



5. SPECIFIC OBJECTIVES

- Objective 1 - To facilitate a three days TFT Introductory Course attended by 12 people with Diakonia Council of Churches in Durban by end of February 2011
- Objective 2 - To facilitate a one week Introductory Course organized by Woman on Farms by end of May 2011
- Objective 3 - To complete TFT International Diploma Course by December 2011

The following section provides a broad overview of achievements concentrating on indicators and possible short and long term impact from TFT courses.

Objective One - To facilitate a three days TFT Introductory Course attended by 12 people with Diakonia Council of Churches in Durban by end of February 2011

Activities

- Follow up with Diakonia Council of Churches December 2010 – January 2011
- Design the workshop end of December 2010
- Facilitate the workshop end of February 2011

Brief review of Introductory Courses

In 2010 TFT facilitated two phases of Introductory Courses with the Diakonia Council of Churches in Durban. The workshop was attended by 12 – 10 participants from five organizations that partner with Diakonia Council of Churches. Most of these participants were programme managers as a result the discussions were profoundly reflecting in areas that needed improvement in their work.

Participants outlined the following indicators;

1. Women set up income earning activities.
2. Secure markets for women's vegetables, arts and crafts products.
3. School leavers attend FET colleges for skills training to increase their capacity to secure employment.
4. Raise awareness on economic justice and alternatives.
5. Secure land for women's agricultural activities in the urban areas. The February workshop was scheduled to evaluate the extent which these indicators were met.



After the second workshop Pietermaritzburg Christian Agency for Social Awareness (PACSA) made arrangements for a separate TFT Introductory Course with the all its staff members. It is for this reason that Diakonia suspended the final phase workshop because less people would attend.

TFT received written communication end of May 2011 from PACSA's Director that The Board had recommended the person who evaluated the organization to facilitate capacity building programmes with the staff.

A pertinent lesson for TFT from working with Diakonia was that it is essential to sign a memorandum of understanding with the hosting organization in which roles and expectations are clearly underlined. To measure the indicators we recognize the requisite to develop periodic evaluation instruments and process jointly with the hosting organizations.

Objective Two – To design and facilitate a one week Introductory Course organized by Woman on Farm Project (WFP) by end of May 2011

Activities

- Design a one week Introductory Course schedule in collaboration with Woman on Farms Project (WFP) by end of May 2011
- Facilitate a one week workshop at Woman on Farms offices in Stellenbosch

We received a telephone call from Florence Nene, a woman who worked on farms all her life

confirming that she was elected a councilor in her constituency. Although Florence had attended the Certificate Course, her participation in local government elections could be attributed to the work of Woman on Farms Project.

"We are struggling to actively engage women in the activities that we carry out on farms. We would appreciate if you could take the staff through some of key steps for participatory development work approaches especially those embedded in the Training for Transformation methods." Fatima, Director Women on Farms.

A four days workshop was attended by all staff members of Woman on Farms Project at their offices in Stellenbosch. *"Sometimes we have to explain these labour laws to women...how do I use participatory methods to explain a piece of legislation?" Elna Lindor, Programme Assistant*

After the workshop WFP staff will:

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

Desired indicators were underlined as: (i) Women secure fulltime employment on farms (ii) Women refrain from alcohol and substance abuse on farms. (iii) Decrease domestic violence on farms (iv) Women participate in local government structures. (v) Decrease in teenage pregnancy (vi) Women have access to basic services such as water and electricity. (vii) Improve livelihood and food security in farm communities. WFP staff will have two months to put into practice the tools, skills and methods learnt during the workshop. Another workshop will be scheduled for July or August 2011.



Learnings

The most important lesson for us was the fact that although the design was broad, with time challenges we focused on sessions that enhanced the participants' ability to practically engage with communities in their work. At the end of the workshop participants commended; (a) Team and Trust building exercises, (b) Design problem posing materials (c) Steps for analyzing the problem (d) Facilitation and Animation as the most useful skills that are practically adaptable in their work.

The greatest hurdle for TFT team was time. First, one of the WFP funders decided to visit on the first the day of the workshop impacted on the schedule such that we lost morning sessions of that day, consequently time constraints impacted on the week schedule. Second, the mornings were challenging as staff members trickled in after performing one or two chores urgently needed by the organization. We adapted the schedule and focused on the practical skills for facilitation and animation.

Recommendations

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

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

TFT should continue to communicate with the hosting organization between the courses so as to design appropriate evaluation and monitoring process between the facilitation phases.

Objective Three – To complete TFT International Diploma Course by December 2011

Specific objectives

- To supervise and monitor 33 participants' practical implementation process and outcomes in their respective countries by end of May 2011
- To design and facilitate international Diploma Course second residential phase for 33 participants to be completed by end of June 2011

Activities

- Write letters to mentors and directors of organizations whose staff members are participating in the Diploma Course
- Communicate with participants through e-mail, skype and telephonically for travelling arrangements and reports
- Recruit outside facilitators for each module
- Design and circulate the eight weeks curriculum to all facilitators
- Facilitate second Diploma residential phase



"If our Universities could offer this kind of education and ways of learning, the world would be a better place, because the graduates will be critical thinkers."

Mahara, Zimbabwe

This section provides a summary of the participants and the countries from which they came and focus areas of their organizations. The second section outlines the curriculum core learning areas. The third section discusses desired indicators and outcomes from both residential and home phase learning experiences. We draw your attention to note that the outcomes are presented in twofold, (a) Shifts in consciousness manifested through the participants behavior and relationship with the

rest of the group. This behavior often unfolds into the family and organizations as commended by one of the directors when he wrote, *“Barnabas can now speak before a crowd something that was very difficult for him before he came to the course.”* Enock Dlamini, ACAT, Swaziland (b) Practical changes in the communities with whom the organizations engage as a result of the new skills and competences participants acquire from the TFT course.

The Diploma Course was initially attended by 34 participants 29 females and 5 males. Working with men on this course demonstrated that if men are carefully selected from reputable organizations they bring richness in the process.

Fig. 1 Participants per country

Sex	Male	Female	Total
India	1	2	3
Kenya	0	5	5
Nigeria	0	1	1
South Africa	1	5	6
Swaziland	2	1	3
Uganda	0	6	6
Zambia	0	5	5
Zimbabwe	1	4	5
Total	5	29	34



The above stated participants work in organizations that engage communities in the areas of:

- Human Rights,
- HIV and AIDS,
- Good Local Government,
- Gender Based Violence,
- Environment,
- Child Sexual Abuse,
- Drug and Substance abuse
- Civic Education

A total of 32 participants 5 males and 27 females returned for second in residential Diploma Course. The pleasant surprise for us was the amount of work that these participants had carried out during their home phases.



The vibrant energies during discussions demonstrate growth in 'Self Esteem' with some of the most reserved participants among the most outspoken during the sessions. The residential phases cover in depth theoretical understanding critical for transformative development. During the home phases participants are given clear assignments to put into practice the skills, tools and methods studied. It is from the home phases that we measure outcomes and impact of the TFT process. The proceeding table outlines theoretical and practical skills from TFT Diploma Course.

Fig 2. Second Residential eight-week course theoretical and practical skills

Theory	Practical skills
Life style management Ethics and Morality – visit to Robben Island Feminism Masculinity Ecology and Culture Conflict transformation Spirituality Sacredness of life Religion Culture – Stories of Creation Economics understanding Center Periphery Understanding social indicators Economic alternatives 'story of Cuban urban agriculture' Organizational Development Theory U Lobby and Advocacy Fundraising	Identifying generative themes How to develop goals for learning events and doing a learning event Steps for analyzing a problem Write papers linking skills to theory Design and facilitate learning event Giving and receiving feedback

At the end of the second residential phase participants will be able to;

- Co-exist and appreciate, celebrate cultural and religious diversity
- Cooperate and work better in teams
- Recognize and commit themselves to engage in gender equity programmes
- Assist community to actively participate in local government
- Design and animate workshops based on community generative themes
- Analyze economic situations in their countries and design community interventions to curb economic crisis that impact on the poor and link the interventions to national and international civil society networks
- Write project proposals
- Engage with communities and animate processes for setting up economic alternatives such as organic agriculture, and environmental conservation projects
- Improve relationship and communication between organizations and TFT during home phases

Highlights of the residential phases include the following;

We recognize that after the visit to Robben Island TFT participants shift their attitudes and behavior. They become more cooperative, volunteer to assist each other and work better in teams. Sessions on Life Style Management influence participants' eating habits. They eat more vegetables fruits and salads. *"What is wrong with these people today? They ate all the salads and still want more. But they never did this before."* the caterer asked. Participants demonstrate deliberate efforts to engage in exercises reducing the number of illnesses that emanate from bad eating habits and lack of exercises.

Sessions on Ecology and Culture influence the way participants use paper, conscious that there is need to preserve trees. Spirituality unveils new human beings that are tolerate and respective of religious diversity. Worship is conducted inclusively such that Muslims and Christians celebrate worship together. *“We worship only one God. We differ in ways of worship, and the differences should not divide us.”* Rehema, Kenya



Practical learning include design and facilitation of learning events based on themes that will improve participants’ work in their organizations. We had eleven teams of three people each. The facilitation teams worked on the following thematic areas; gender equity, relationships, drug and substance abuse, unemployment, child trafficking, child sexual abuse, maternal deaths, HIV and AIDS, income generating activities, water pollution, and corruption. Writing is a critical skill that participants practice responding to a specific question from the weekly modules during the weekends. The outcomes from writing include writing essays every weekend responding to questions based on the module studied. *“I think I am going to be responsible for fundraising in my organization. Thanks for the writing skills.”* Sylvia, Uganda

We design home phase assignments in threefold. (a) To carry out listening surveys. Design and facilitate workshops based on a theme that would improve their work. (b) Written communication to the mentors who supervise them. (c) Communication to the directors of organizations outlining the participants’ assignments. We realize remarkable improvement in our relationship with the organizations through this process. Communication increased our capacity to engage with participants to maximize benefit for the sending organization. The following table summarizes outcomes from the first home phases by country.

Fig. 3 Outcomes per country

India	Anita from Banglore India had lost her job and launched an organization to curb child trafficking. She will be working with the government on the project.
Kenya	Rehema from The Women’s Resource Centre in Kenya facilitated peace building in a community that was divided on religious grounds especially between Christians and Moslems. She organized priests, pastors, and Imams to pray for children’s healing in a school. The process promoted religious tolerance among community members. The Ministry of Education used her work as a case study for peace building in other the communities.
South Africa	Tsholo from Khulumani South Africa worked with the paramount chiefs in the Northern Cape and bridged relationships between the chiefs and Khulumani. Her organization had been struggling to work with the chiefs in this region for the past 15 years without success. After her intervention Khulumani is engaging with the paramount chiefs to discuss post apartheid healing and reparation processes.

Swaziland	For the first time villagers were engaged in discussions that questioned fiscal policies and royal family. The villagers made historic shifts by participating in the marches organized by the unions.
Uganda	Cecilia Alupo Engoli (Coordinator – Teso Women Peace Activists in Northern Uganda) brought together 40 leaders from different structures in the region to try to build peace based on shared needs. This is against a background of gender-based violence, the legacy of the havoc wrought by the Lord's Resistance Army and long-standing incidences of cattle-rustling by the neighboring Karamajong people.
Zambia	Because of the good facilitation skills demonstrated by the participants, the United Church of Zambia decided to pay the mentors and committed to sending more participants to the TFT Diploma Course. <i>"The United Church of Zambia will be sending all the deaconesses to TFT because they need these skills."</i> Namatama, Zambia
Zimbabwe	Elsie Moyo facilitated a fundraising workshop and assisted an organization to secure three year funding from donor partners. Mahara Goteka revived a women's income generating project that had closed down. He brought some of the products to the open market during the course.
Nigeria	Ruth from Stop the Abuse of Rights in Lagos, Nigeria worked with 200 unemployed women to build their capacity to produce items for income generation.

The above table demonstrates that effective communications with organizations and participants could lead to more tangible results sooner than expected. The challenge with the above outcomes is that TFT does not have verification processes; we rely on the reports and communications that we receive from the participants, their mentors and organizations. We would prefer country visits to supervise some of the home phase process with participants and meet some of the communities they engage with.

6. LEARNINGS

Our greatest challenge for the Diploma second Residential Phase is financial resources. We received 40% of the UD50.000 expected grant from African Women's Development Fund (AWDF). This left a gap that we are still struggling to fill. As a result we lost some of the key facilitators backed down because of our limited remunerations. Responding to this challenge TFT approached participants to pay R1.000 each for their Diplomas from Kimmage Development Studies Centre.

In addition on behalf of the Trust Sally Timmel wrote an appeal to some 'old' friends of TFT to contribute, which bridged the immediate needs. Because of limited resource TFT may postpone the Certificate Course from October 2011 to March 2012.

Another approach to resource mobilization especially finance would be to increase the number of Introductory Courses with organizations because this is the only approach that generates income for TFT. The challenge with introduction courses is limited TFT staff. Unless we contract a fulltime trainer, we might not be able to cope with work pressure. On the other hand, we can only hire a fulltime trainer upon securing enough financial resources. (See Unaudited Accounts attached)

7. CONCLUSION

Working in corroboration with sending organizations demonstrated that home phases can be used to initiate sustainable outcomes in the communities.

Although introduction courses are means by which TFT can generate income, on the other hand, there is need to develop working contracts with hosting organization to avoid sporadic planning on both sides. Further, Introductory courses would need a team dedicated to the activity. The current TFT staff is minimal to cope with the work load.

TFT needs to consider sustainable sources of funding such as making organizations pay for the participants and for accreditation.

Resources permitting TFT needs to boost the staff for effective implementation and evaluation of programmes.

8. WAY FORWARD

To complete the Diploma Home Phase between July – October 2011

To facilitate Introductory Courses with Woman on Farms and Sisters in Ulundi KZN by November 2011

To secure ample funding for the Certificate Course by August 2011

To complete recruitment of the Certificate Course



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