Training for Transformation

Growing from Practice Thinkwell

Consulata Mission Station, Dar Es Salaam, Tanzania
29 August – 8 September 2017

BACKGROUND

Every second year Training for Transformation (TfT) holds a 'Thinkwell' that gathers graduates and partners to reflect on the TfT practice for further action (praxis). It is a collective thinking process on how to respond to the current local and global state of affairs, as well as to shape the future of TfT. Decentralization was a strategy originally born out of the 2014 TfT Impact Study. The 2015 Thinkwell had resulted in a standardized Introduction curriculum that has been used across different regions in a contextually relevant manner.

This year's Thinkwell "Growing from Practice", the tenth such convergence to think together, came out of the 5 year Strategic plan (2016-2020) that recommended establishing TfT regional teams as local hubs in 5 strategic regions – in west, east, southern Africa, Asia and Europe. In line with this decentralization's quest for increasing regional autonomy and actions towards building a global TfT movement, it was also the first Thinkwell held outside of the Grail Centre, Kleinmond, and supported in organising by our Tanzanian graduates.

GOALS

i) To share experiences of practice.
ii) To link community development initiatives with local and global movements.
iii) To support regional teams in rolling out TfT Introduction courses and change agent trainings focusing on community healing, conflict transformation, rights- based approach and climate change.
iv) To build strong partnerships within and across countries and regions.

OBJECTIVES

- To reflect on decentralization, the progress of regional teams, strategies for strengthening teams.
- To plan for further networking and growth of regional TfT teams and Global TfT.
- To mentor and coach regional TfT facilitators to increase skills and regional facilitation capacity.

METHODOLOGY

- 'Head, Heart & Hand' informed the basis of the methodology, with the ten days used for critical reflection, conceptualization, and skills practice.
- Co-creation in the learning process formed the foundation of participants' engagement. Despite a draft outline, there was flexibility to respond to what the group most needed discussed, especially with regard to experiences and challenges of decentralization.
- Co-facilitation was at the core of the methodology. All participants co-facilitated in pairs or triads and were part of the planning and debriefing of sessions.

ROLES & RESPONSIBILITIES

Mentoring & coaching – Core team: Ntombi Nyathi, Mike Abrams and Jude Clark.
Mentoring & coaching – Support team: Stella Chikombole, Kudzai Makoni, Shula Mafokoane, Ginoca (Inês Neto Dunstan), and Jumana Eltigani.

Logistics and Admin Dar es Salaam: Gloria Kavishe.

Task groups: Reporting; Media; Welfare – all participants were engaged.

Report: The report was compiled by Jude Clark and Inês Neto (Ginoca). It is structured according to the theme of the day, objectives and overall description; content and process of sessions, as well as participants' feedback, insights and input. The report layout was done by Inês Neto (Ginoca) and the cover art work by Brenda Ramadiehe.

Group profile: see annex 1

WEEK 1: CONNECTING

DAY 1: 29th AUGUST – RECONNECTING IN A NEW SPACE

Objective: To create group cohesion.

Description: This was a day of introductions for participants whom had not met before and reconnecting old friendships and networks across countries and regions. It was also a day of sharing individual motivations for attending the Thinkwell, getting to know each other personally and professionally, reviewing common values, and naming collective intentions for the days ahead.

1. OPENING RITUAL

2. MOTIVATIONS

Process: A question was given to participants: 'What brings you to the Thinkwell?'

Feedback: To share experiences and ideas, new ways of doing things; to learn, unlearn and relearn, re-energise, refresh, reconnect; to get hope; to revive the zeal; to inspire others and be inspired; strategise on responses to challenges; to get clarity on Regional TfT way forward; to build the TfT movement.

Insights and input: Being energised and refreshed by this gathering was a high priority as a common rationale for attending.

3. TFT VALUES

Process: Using the metaphor of a tree with roots, trunk, leaves and fruits – the TfT Tree of Purpose – the group had to explore:

What is the TfT tree comprised of in terms of values and intentions?

Feedback: 'TfT Values' are empathy, tolerance, acceptance, patience, being accommodating, being ok with challenge and disagreement, opening up, asking questions and digging deeper, self-awareness and discovery, being willing to learn from others, being radical, "love, learn, live".

Insights and input: The group agreed on the slogan: **"Many cultures, ONE TFT"** that expresses common values, purpose and helps to navigate practice.

4. PROGRAMME OVERVIEW (see annex 2)

DAY 2: 30th AUGUST – ENVIRONMENTAL SCANNING

Objective: To conduct a local and global analysis, identify possible areas for action, strategic partners, emerging opportunities and the role of TfT therein.

Description: The environmental scanning was done by the group defining poverty; identifying the difference between a concern and a crisis; listing the relevant concerns/crises as generative themes (organisationally, regionally and nationally). These generative issues in countries and regions were analysed using the 'Social & Structural Analysis' – grouping the different issues as social, economical or political (noting that they are interlinked).

1. DEFINITION OF POVERTY AND POVERTIES

Process: The question presented was: 'What poverties are affecting those you engage with and how do manifestations of these poverties impact on children, youth, women, men at community, country, regional and global levels?' The 'Wheel of Fundamental Human Needs' was used as a framework, but the group was encouraged to be open in how they considered the meaning, manifestation and impact of poverty/poverties.

Feedback: Forms of Poverty – naïve consciousness; leadership with power over people; a lack of something internal to the person or outside – on any level of the Holon; donor-driven aid; lack of accountability; failure to access Fundamental Human Needs (FHN) or limited ability to meet FHNs; incapacity to ask questions.

Insights and input: The group noted that how one defines what poverty or multiple poverties are varies depending on context, histories and ideological positioning.

2. CONCERNS & CRISIS

Process: Participants were challenged to define and distinguish between concerns and crises and to explore whether crises are manifested as mainly political, economic or social issues.

Feedback: Concerns and crises are responses to unmet needs at different levels. A concern is a warning sign and if not paid attention to can become a crisis. The outcome of a concern or crisis could be positive.

3. GENERATIVE ISSUES FROM COUNTRIES AND REGIONS

Process: Participants were invited to list various 'generative themes' along the dimensions of social, economic and political.

Insights and input: It was observed that development interventions are mostly on social and political levels, despite the fact that the economic domain is at the centre of crises that need to be responded to. Meeting economic needs can be an entry point to meet social and political problems.

DAY 3: 31st AUGUST – STORIES FROM PRACTICE

Objectives:
- To think together about the impact of the digital era in each one's lives and on the development work.

- To explore practices in line with the Sustainable Development Goals (SDGs).
- To share new practices, explore synergies in regions and countries.

Description: The day comprised of a reflection on technology and the impact of the fourth industrial revolution on transformative development. It also looked critically at SDGs and the extent to which they offer a framework for development work within organisations and for the group as a collective. The latter part of the day introduced stories from practice.

1. CREATIVE EXERCISE

Process: Putting a story together in a team using the puzzle of words from the following quote by Charles Maier (1987): "Stories create life, they hold us together and they keep us apart. We are, each one of us, locations, where the stories of our place and time become partially tellable".

2. FOURTH INDUSTRIAL REVOLUTION

Process: The group had to write down their '24 hour digital diary' describing 'how many hours each one spends looking at a screen in their daily life'. In small groups the discussions went further with questions: 'what do you use it for; advantages and disadvantages; what do we gain out of it; what keeps you looking at your devices; how does it impact on your relationships, family, work, etc?'

Input on fourth Industrial revolution and technology and development was also given.

Feedback: Some participants reported being on devices of technology for up to 16 hours a day. The group spoke about different forms of dependency on and addiction to social media and the advantages and disadvantages of being connected to technology.

Insights and input from the group report: "digital technology can be a very good tool for social transformation if only it serves the right purpose. Using digital technology to reach the masses with the aim of a critical conscientisation can be powerful. Most social movements have become more effective by using technology because it is capable of reaching a higher number of people. Digital technology can prevent violence and promote diversity. However, if wrongly managed it can be abusive, lead to a 'disconnect' with our humanity, degrade our social fabric, control and limit our creativity."

3. SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Process: The debate started with the following questions to be discussed in country groups:
- What/which are the priority SDGs of your country?
- How is your organisational work aligned with your country's prioritised SDGs? If not, why?
- What areas of SDGs do you work in – in your organisation and country?
- Name the SDGs and your view on the SDGs.

Feedback: The conversations generated other questions: what theme is the focus of your work? Any connection to the SDGs, any areas of synergy in the group? What can be replicated? Whose agenda are SDGs? Shall we use them? What are the opportunities or alternatives?

Participants decided to create TDGs – 'TfT Development Goals'.

Insights and input from the group report: "The session on the SDGs triggered a critical discussion. The SDGs being something created by global institutions do not truly reflect the power and desire of the majority (poor). The SDGs can be a mode of development for most countries only if we can confront the neo-liberal agenda.

The communities need to find their own voice when it comes to sustainable development. That is to say one needs to look at global issues through local lenses. In that way, not only will the community own them but they will also hold government to account for its responsibilities for people's development.

It's a challenge for all of participants to start rethinking possible ways of breaking the SDGs down in a language that most people can understand and interpret according to their own needs and demands. More specifically, a critique of SDGs asks – what does zero hunger mean? Why is there nothing around militarization and war – which seems to be huge? Why is gender equality prioritized over gender equity?

At the same time, the SDGs may not be perfect but the fact that these Global Goals exist is valuable. They make a meaningful difference in the way leaders understand the challenges facing the world and acknowledge their own responsibilities in addressing them".

4. STORIES OF PRACTICE

Process: Individually, participants were asked: 'Why do you do what you do? What keeps you going?' In small groups, stories were shared and synergies highlighted.

Insights and input:

Common themes on stories of practice: self-reliance, self-sustainability, and liberation are at the heart of social transformation and people's empowerment. Only when a community is self-reliant can it challenge naïve consciousness both at personal and communal levels. Once communities start asking difficult questions, injustices are challenged.

Challenges: many face difficulties with mobilising financial and human resources. Donors come with their own priorities and lack understanding of what 'Training for Transformation' is about. Emphasis on networking was encouraged to boost the exchange of knowledge and skills, so that people can strengthen ties among different TfT organisations doing similar work.

Suggestions: Participants emphasised the need to document Training for Transformation activities in order to demonstrate the impact towards building a global movement. In addition, it was stressed the importance to think how different organisations can start exchange programmes. That would not only transfer skills but also strengthen a common vision. Sustainability was mentioned as a priority. Also stated was the importance of going back to the TfT methodology and organising people to transform themselves, rather than organising civil society to do it for them. Participants expressed that there is a need to organise, multiply and coordinate small actions towards transformation.

DAY 4: 1st SEPTEMBER – SYNERGIES IN STORIES FROM PRACTICE

Objectives:

- To create synergies, explore possible partnerships and networks among participants in order to have a more effective collaborative action with the TfT approach.

- To document the TfT work through individual case studies as a process of reflection on action. The outcome of the written stories is the digital booklet 'Voices of Practice', to be published by the end of 2017.

Description: The day was a continuation of the sharing on areas of common interest, lessons of practice and synergies. Thereafter, there was time to finalise individually written case studies and discuss a 'common story'.

1. LESSONS FROM PRACTICE

Process: In groups participants were encouraged to continue their conversation from the previous day and present as a group their lessons from practice.

Feedback and insights on lessons from practice: Equal opportunities for both men and women do not exist in practice; let the people do for themselves; transformation takes time, there is no shortcut; we need to strengthen the inner voice; we are and need visionary leaders; we are all aware of what we need to do; we can do better with our own local resources than depending on donors.

2. TFT SYNERGIES

Process: Reflection questions were given: 'What is our common story?'; 'What can we replicate?'; 'How to map out opportunities and create synergies'? Debate is smaller groups; afterwards in the larger group.

Feedback, insights and input: The debate was very rich leading to deeper possible ways of synergies. Questions were raised, such as: Can we use art to document and support the global TfT movement? How/when can we invite TfT speakers to other countries? Can TfT visionaries mentor TfT agents of change? How can we specifically help each other when we return home from the Thinkwell? How can we withhold authoritarian personal power in our relationship within our communities? Can we do exchange programmes within our movement? How can we share the tensions involved in growing the TfT movement? Can we collaborate on funding? How can we have a new way of seeing, a new way of being, a new way of doing? How can we create a TfT infrastructure i.e. TfT Bank?

Synergies: We all work with people at the margins; our actions are driven by our inner convictions; we are all single (not married) and have family support in what we do (x2); we are all interested in how people can own; and control (have economic power); we are all straddling different worlds – like internal refugees with multiple identities; we have a distrust of authority; we do this work because it is fun; we connect people to other people.

What can be replicated? Courage/ strength; follow-up for continuous mentoring; taking action and starting small.

3. WRITING OF CASE STUDY

Process: A guideline was given to participants on topics to be addressed, and format of the case study.
- Intro: a bit about who you are and what you do; the focus of your organisation.
- TfT and you: What are the changes or shifts (if any) in you personally as a result of going through the TfT Diploma?

- In what ways is your organisation approaching its work differently? Were there challenges and did TfT approach help you to overcome them?
- How has the community been impacted by your TfT knowledge, skills and experience?
- Be creative; use your own voice; give examples.

DAY 5: 2nd SEPTEMBER – FIELD TRIP
Zanzibar Slave Museeum Visit or Visit to National Museum of Tanzania in Dar Es Salaam.

DAY 6: 3rd SEPTEMBER – FREE

WEEK 2: PRESCENCING

DAY 7: 4th SEPTEMBER – INFOLDING AND UNFOLDING

Objectives:

- To reflect on the field visits to Zanzibar and the National Museum of Tanzania.
- To recap highlights and challenges from practice.
- To envision the way forward way forward using the tool of the 4D's: (Dream, Drive, Destiny and Delivery) and 'what is calling to be born?'

Description: The day started with a reflection on the field trips, followed by exploring the personal/ common highlights and challenges from practice. The exercise of being in the present and picturing 'What is waiting to be born?' was done using the tool of the 4 D's (Dream, Drive, Destiny and Delivery).

1. REFLECTIONS ON THE FIELD TRIP
Visit to the Slave Museum in Zanzibar/ or Tanzania National Museum

Process: The picture of a bird in a cage was used to explore the experience of the field trip. Three questions were posed to unpack individually and as a group.

- a) What does the bird in the cage represent?
- b) What would it take to get the bird out of the cage?
- c) What are the cages that trap the community who you are engaging with?

Feedback:

a) **What does the bird in the cage represent?** The slave trade; modern day slavery, institutions, religion, policies and laws; things that stop you from speaking up; low self-esteem; inferiority or superiority complex; expectations of society; Gender inequality; the struggle for women to be free; fear; culture. It represents the things that stop you speaking such as: (neo) colonization; the exposure of the girl child to abuse; demobilised communities. Contentment to live in the abnormal is the biggest cage!

b) **What would it take to take the bird out of the cage?** A new language of freedom; the bird must free itself; solidarity of others outside; freeing ourselves from mental slavery, through revolutionary thinking and critical conscientisation; breaking the culture of silence; overcoming fear; a spiritual freedom to be fearless of death; working with economic empowerment.

c) **What are the cages that trap the community who you are engaging with?** Poor leadership; dependency; demobilized communities; modern slavery; pressure of survival.

2. HIGHLIGHTS AND CHALLENGES FROM PRACTICE

Process: In small groups participants debated on highlights and challenges of their work. Thereafter, the groups presented their views.

Feedback:

HIGHLIGHTS	CHALLENGES	"OF THIS I AM SURE…"
1. Finding our passion and working well using our heads, hearts and hands. 2. Hidden in our pockets are ways to resource our work differently. 3. Mobilising and organising communities energises us. 4. We are all on a journey of questioning, challenging, strategising and re-imagining. 5. Breaking barriers. 6. Transformation for the most marginalised. 7. TFT methodology – how it has impacted our lives personally and the way we do things in our communities. 8. Self-awareness – potentials within us. 9. Leadership – self-leadership and community leadership. 10. Become more assertive. 11. Trusting our being / voice.	1. The crisis in humanity (internalised oppression). 2. Expansion of our TFT network. 3. The system of oppression remains very strong. 4. Lack of support from inside our organisations. 5. Limited resources. 6. When to let go and walk away. 7. Passion versus survival. 8. Maintaining relationships. 9. Commitment of graduates.	*Ideas from the community if put into practice can lead to social change.* *TfT enables the slow process of coming back to life.* *We are helping institutions to transform / open the cage.* *Transformation with the most oppressed leads to cultures of silence.* *Maintaining cultures of silences will backfire!* *We are all dreamers and we all understand the importance of personal transformation.* *Here where my feet are is where I belong.* *We want to build each other and to build a strong movement.* *Once you are part of the TfT family, you will never walk alone.*

3. THE DREAM, THE DRIVE, THE DELIVERY, THE DESTINY

Process: This session explored the following questions:

- What spirit keeps you going?
- What process will you engage in/with people or other partners? Why? How?
- What picture do you have in your mind's eye?
- When and how will you know when you have accomplished your task? (What will people see?)
- How will you keep the momentum and energy going?
- What is waiting to be born?

Feedback and insights on:

'WHAT IS WAITING TO BE BORN?

Liberation – the mind-set of economic empowerment; new projects – community information systems, for villages; youth empowerment projects; to develop our own skills; strong collaboration among TFTers; revolutionary thinkers for liberation; self-sustenance to enable stories to be told; emerging change agents; crystallising TfT methodology and ideology in our communities; the need to create physical TfT spaces / centres in our communities.

DAY 8: 5th SEPTEMBER – WAY INTO THE FUTURE

Objectives:

- To create a TfT vision shared across regions.
- To find new ways of working/networking within regions, and create a regional vision that reflects communities' common challenges.

Description: The day was a follow-up on the process of envisioning a common TfT intention. Thereafter, regions gathered to discuss a common vision linked to their communities' concerns. This last exercise brought back the questioning of the link to the SDG's.

1. TFT SHARED VISION ACROSS REGIONS

Process: Participants in small groups had to come up with a shared vision. After all presentations, the whole group had to agree on a sentence that gathered the main insights of all.

Feedback: The TfT shared vision across regions is:

> Tft has favourable conditions and networks that are rooted nationally, regionally and globally to strengthen practices that are grounded in people.

2. REGIONAL VISIONS

Process: Participants were asked to gather with their region members and

- a) Select the vision that most speaks to your region.
- b) Interrogate further the vision and redefine the process and outcomes.
- c) Which of the SDG's does your regional vision relate to? If it doesn't relate to any SDG's, how would you describe it?
- d) Explore creative ways of sharing in plenary.

Feedback, insights and input: The exercise triggered questioning from participants. Two core questions were: 'How can we relate within regions if we don't know even know all the graduates from our countries?'; 'How can we create a vision when others are not present?' The dialogue was difficult and created conflict within one group. A process of conflict resolution was managed by the facilitation team of the day.

DAY 9: 6th SEPTEMBER – NATIONAL AND REGIONAL TEAMS

Objectives:

- To reflect on a difficult conversation that brings conflict to the group.
- To find a common agreement in national teams on strategic priorities.
- To redefine strategic regional strategies.

Description: The day started by reflecting on lessons and insights from sticking with the conflict experienced in one of the groups the previous day. National teams had a conversation on their country's way forward, and presented to plenary. Regional teams redefined their common issues and priorities.

1. LESSONS & INSIGHTS FROM WORKING WITH THE CONFLICT IN ONE OF THE GROUPS

Process: The group was taken through a process of reflection on conflict and difficult conversations, covering ways of handling such conflict and exploring the advantages/highlights and disadvantages/lowlights of such a situation within a group.

Feedback:

LEARNINGS

- Moved by the spirit of the people.
- The determination to not leave things hanging but to ask "what next"?
- The ability to deal with conflict rather than leave it hanging. If things are not solved they only come back and hinder us.
- The picture of the rising sun – it is the spirit that keeps us going. One day we will succeed
- The conversations between sessions were useful.
- How we overcame difficulties within our group and started working on a plan.
- Arguments and disagreements mean that we are working on real issues.
- The conversation highlighted new possibilities based on what is real.
- Our strength lies in our differences.
- We must come out of our comfort zones to make the most of possibilities that surround us.
- I was challenged to reflect on my own leadership style / collaborative leadership skills.

2. NATIONAL TEAMS

Process: National teams were given the question – "What are our needs as TfTers at a national level and how can we organize ourselves?"

Feedback:

KEY ISSUES EMERGING FROM NATIONAL PRESENTATIONS

- Compiling databases.
- Resource mobilisation.
- Setting a common vision.
- Improve coordination (getting to know each other better).
- Strengthening TfT leadership nationally before focusing on regions.
- Meeting more regularly, keeping updated on each other's activities.
- Telling stories (individual and collective) and document.
- Conduct Introductory courses.
- Translate TfT manuals.

2. REFINE REGIONAL STRATEGIES

Process: The national teams were given the task to gather in regional teams. The exercise was to 'refine regional strategies based on the national strategies'.

Feedback: The groups discussed and gave their insights and/or action plans on the following day.

DAY 10: 7th SEPTEMBER – SET STRATEGIC GOALS AND FUTURE

Objectives:

- To present regional action plans.
- To reflect on the TfT Introduction Curriculum.
- To picture how to achieve TfT shared vision.
- To evaluate the Thinkwell, make a proposal for the next meeting and have a 'Closing Celebration'.

Description: This was a day to "connect the dots" and complete tasks. Groups presented their regional action plans and challenges within regions. A reflection on the TfT Introduction Curriculum was done and TfT global synergies thought through again. The evaluation was useful for future workshops and countries proposed possible locations for the next Thinkwell. In the final celebration, the guest speaker Thelma Awori emphasised and celebrated the 'new generation of TfT going forward'.

1. REGIONAL ACTION PLANS, SYNERGIES AND CHALLENGES

Process: After discussions started on the previous day the groups presented their plans.

Feedback: See annex 3 for regional action plans.

REGIONAL SYNERGIES

- We all work with adolescent, women and youth.
- TFT's tools and methodology work differently in our different contexts.
- Working on survival is our entry point.

CHALLENGES IN THE REGIONS

- Lack of support within our organisations.
- Limited resources (resourcing TfT processes).
- Expansion of network and maintaining relationships.
- Systems of oppression (including internalized oppression) still very strong.
- Passion vs survival; sustainability / economic survival.
- Balance between consultancy and building organisations.
- When to let go and walk away.
- Commitment of graduates.
- People in leadership positions are making decisions on projects that they do not implement.
- Donor driven projects that don't match the needs of the people.
- Misunderstanding between civil society organisations and government structures.
- Resource mobilisations – internal resources may not be enough to sustain the project at a community level.
- Influx of demands vs survival.
- Challenging stigma as well as barbaric government policies.
- Competition for funding, no solidarity on the ground.

2. REVIEW OF THE INTRODUCTION CURRICULUM

Process: Participants chose an area of the curriculum that they wanted to interrogate and comment on.

The questions to be addressed and report back were:

- What are / were the highlights in using the curriculum?
- What challenges did you encounter while using the curriculum?
- How can the curriculum be improved?
- In which ways are the topics aligned to the intended outcomes?
- What other topics would you feel need to be included, and why?

Feedback:

HIGHLIGHTS	CHALLENGES	IMPROVEMENT
• Tools - Appreciative inquiry, Circle of courage, Wheel of FHN, River of life, Swapping gender roles, 24 hour clock, Processes that encourage reflection. • Concepts - Distinction between Sex & Gender; and Spirituality & Ecology – Sensitivity, inclusivity and equality; elements of inner journey, connection through energy.	• Gender - Creative approaches to feminism; need to expand curriculum to gender budgeting; dearth of resources on LGBTQI+ • Spirituality - The section on religion and spirituality difference; how to deal with confusion.	Gender - Include much more LGBTQI+ material and processes; change the title of the module to "Gender, sexuality & feminism"; inclusion of child safeguarding as a topic in the curriculum. Spirituality - Readings should include resources from African American, West Indian, Native American and contemporary esoteric thinkers.

3.   WHAT DO WE NEED TO ACHIEVE OUR VISION?

Process: Groups had to come up and then present what needs to happen so that a common vision can be achieved.

Feedback, insights and input: Collaborative relationships; review meetings; rotational leadership; passion for the people; transformed and transformative leadership; high activity and visibility of TfT; Measurements – updated statistics and new stories; established secretariat; Introductory courses being conducted; documented success stories; regular reports; personal commitment and involvement; courage and passion; active national regional and global hubs by 2020; evidenced by 1) at least 1 intro TfT course; secretariats at national regional and global level; resource mobilisation; creating TfT global communication networks; mobilising and organising regional teams; smiles on people's faces; assertive women; different imaginations; feedback loops; self sustainable communities; fertile conditions for imagining, acting and transforming people; planned partnerships and activities; design fundraising strategies; monitoring: advocacy; capacity building; influencing local decision making; TfT Co-operative bank for resourcing; South-South exchange; training for leadership in organisations.

4.   EVALUATION

Process: Each participant had to respond to four central questions.

- What could have been done differently?
- What were the major lessons learnt?
- What will you carry forward from this Thinkwell?
- Highlights of the Thinkwell.

Feedback:

COULD BE DIFFERENT	MAJOR LESSONS	CARRY FORWARD
• Include participants in planning the programme. • Do some of the process in more creative ways (go for walks while discussing relevant issues). • Include free spaces (time out to process). • More sharing on what we do and the impact we have. • More time for solitude. • More social events and interaction. • Bring more TfTers on board. • Keep the same participants each year to ensure momentum and succession. • Include everyone in the field activities. • More fun and more space for personal transformative stories. • More participants from the host region & country (for example, East Africa).	• Collaborative leadership is difficult. • TfT can be beyond borders. • TfT is a family and conflict is normal. • Individual differences are critical. • TfT is not just an organisation it is a movement of liberated souls. • Team work is important. • Don't overload the programme. • This is a global movement with huge impact; we need to tell that story. • Change should happen with people, but should start with self. • We need to "come out of the cage". • Good confusion is good. • Importance of being accommodating and able to embrace diversity. • It is challenging to "walk the talk".	• Solidarity and keeping the fire burning. • The fire. • Working deep and true. • Unity and a positive spirit. • The different situations. • Energy, solidarity and how to "tackle the elephant from the inside. • Critical thinking and practice. • Putting things into reality. • Team spirit. • New friends, ideas, agreements and collaborations. • Love, energy, collaboration and friends. • Collaboration across regions on areas of intervention.

THINKWELL HIGHLIGHTS

- Incorporation of appreciative inquiry when doing dialogue.
- Role modeling TfT methodology in practice.
- Everyone included in facilitation.
- A common vision for TfT.
- Energy and positive spirit within the group.
- Solidarity, fun and clarity.
- Creativity, celebrating our gifts together.
- Global-regional movement building.
- The opportunity to work with brilliant facilitators and community leaders.
- Formation of national teams.

5. FINAL CELEBRATION

The 'Final Celebration' was a festive and profound ceremony with guests from the Consulata Mission Station, VICOBA, the Grail Tanzania and other local initiatives from TfT graduates. Thelma Awori, founder of DELTA Kenyan programme with Anne Hope and Sally Timmel, was the guest speaker. Among many inspiring ideas, she was grateful that the 'light kept burning' and TfT has grown into such a vibrant

ACKNOWLEDGMENTS

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

BREAD FOR THE WORLD

MISEREOR

ANONYMOUS

ANNEXES

ANNEX 1 - GROUP PROFILE

REGIONS (5)	NO. (29)	COUNTRIES (13)	NO. (30)	FEMALE(20)	MALE (9)
1.SOUTHERN AFRICA	16	SA	8	7	1
		Zimbabwe	4	2	2
		Zambia	2	2	
		Mozambique	1	-	1
		Malawi	1	1	
2.EAST AFRICA	9	Kenya	4	2	2
		Uganda	2	2	-
		Rwanda	1	1	-
		Tanzania	1	1	-
		Sudan	1	1	-
3.WEST AFRICA	1	Nigeria	1	-	1
4.ASIA	2	Indonesia/Papua	2	1	1
5.EUROPE	1	Scotland	1	-	1

ANNEX 2 - PROGRAMME OVERVIEW

WEEK 1: CONNECTING						
Monday	Tuesday (Day 1)	Wednesday (Day 2)	Thursday (Day 3)	Friday (Day 4)	Saturday (Day 5)	Sunday (Day 6)
Arrivals	Reconnecting with each other in a new space	Environmental Scanning	Stories from Practice	Synergies in stories from Practice	Site Visit Slavery site Zanzibar	Free
WEEK 2: PRESCENCING						
Monday (Day 7)	Tuesday (Day 8)	Wednesday (Day 9)	Thursday (Day 10)	Friday		
Infolding & Unfolding: The Dream the drive, the destiny, the delivery	Country Teams Strategic Discussions	Regional Teams Strategic Discussions	The Future	Departure		

ANNEX 3 - REGIONAL TEAM PLANS

1. **EAST AFRICA AND WEST AFRICA REGIONAL TEAMS**
   (It is worth noting that the Nigerian and Sudanese participants worked with the East Africa Group)

Vision: A strong TfT movement in Eastern Africa and the Horn of Africa

Objective 1: To reactivate the TfT network in East Africa and the Horn of Africa (North-East Africa which comprises of Sudan and South Sudan)

Activities

Strengthening of National Teams in Regions which will be done through;

- Appointment of co-ordinators from different countries
- Nomination of a regional team leader
- Institute for Social Transformation (IST) to take responsibility for organising regional team meetings

Objective 2: To Increase the number and capacity of TfT users in the region

Activities

- Recruit more people to attend the TfT Certificate and Diploma Course, held at the Grail Centre, Kleinmond; 8 people from the region per year
- Facilitate one regional TfT Introduction course per year
- Facilitate national Introduction courses and collaborate where need be

Objective 3: Mobilise resources jointly as a region

Activities

- IST to co-ordinate the regional meetings and facilitate the process of resource mobilisation

2. **SOUTHERN AFRICA REGIONAL TEAM**

Motto: "One Southern Africa, One TfT"

Vision: An effective Collaborative TfT Movement in Southern Africa

Objective: An effective TfT Movement with collaborative national /regional teams working towards self-reliant communities.

Activity:

- Use Social Media Platforms for information on individual activities
- Resource Mobilisation
- Hold Quarterly provincial meetings in Countries and one annual meeting
- Have clear Terms of reference for collaboration

- Create a space for collaborative thinking before the establishment of structures
- Encouraging each other through regular communication within regions

Outcomes:

- A well coordinated movement

- Self sustained communities where there is ownership of their transformation and development

- Strengthening already existing 'organic' networks

- Focus on the following Sustainable Development Goals in the region

 SDGs 4: Reduction of Child Mortality

 SDG 11: Sustainable Cities and Communities

 SDG 15: Life on Land

 SDG 17: Partnerships for the Goals

3. **ASIA AND UK**

Action Points

- Indonesia/UK – Youth and Conflict transformation (Creating Expression Techniques) Concept Note: October 2017
- TfT resources for addressing LGBT prejudice – October 2017
- TfT Manuals – Translating Key Tools into Indonesian (Bahasa) – Feb 2018
- TfT UK- Concept note for 2018-2019 (50 year Anniversary of Freire) –October 2017
- Introductory courses for UK and Papua – Starting with Listening Surveys
- TfT manuals in key bookshops in UK
- Indonesia Scotland check-in- October 2017

4. **West Africa**
 To note: one participant from West Africa attended the workshop

 Action points

- To co-ordinate a meeting of the former graduates in the Northern Part of Nigeria
- To initiate a meeting with the graduates that are still involved in the TfT movement but could not attend the workshop in Tanzania and give feedback
- Locate previous graduates that are on the list from West Africa and organise for a meeting
- Create an online group for West Africa graduates

5. **TfT Office**

5.1 Mentoring and Coaching

When: Once a month start in October (1-2 hours last Thursday of every month)

Who: Jude / with Mike as supporter

When: Once a month start in October (1-2 hours last Thursday of every month)

Who: Jude / with Mike as supporter

5.2 Technical Support

 What: Providing any specific information on introduction course and decentralizing

When: From now on

Who: Shula

The final agreement was that all the country teams should do the following;

1. Locate other TfT graduates as per the distributed list and form a national team of graduates
2. Each country to have a database and select a holding organisation
3. Integrate TfT in all projects and facilitate assessment meeting of partner organisations
4. Strategise/integrate leadership
5. Find ways of mobilising resources together for TfT introduction courses
6. Strengthen and forge partnerships with stakeholders, government departments and parliaments in all respective countries
7. Country teams to meet twice a year depending on time and resources available.

ANNEX FOUR - PARTICIPANTS LIST

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