

TRAINING FOR TRANSFORMATION

ANNUAL REPORT 2015



The Grail
Centre Trust



1. GENERAL INFORMATION

1.1 Name of Partner Organization

The Grail Centre Trust

1.2 Project Title

Training for Transformation

1.3 Reporting Period

January – December 2015

1.4 Brief description of how the report was prepared

The report was compiled by the Training for Transformation (TfT) Programme Director and edited by the Communication Officer. Data presented in this report include information about the Mozambique Angola Project (MAP), submitted by the Coordinator Abida Jamal; as well as telephonic interviews with TfT graduates, and relevant internet sources used to verify statistics.

2. CHANGES IN THE PERIOD SETTING

The 2015 year could be summarized in three words: sombre; growth and diversity. It was a year of sadness because of the passing on of two key people for TfT. Lorraine Chicken was the TfT administrator of the Kleinmond Grail Centre for 11 years. Anne Hope, the co-author of the TfT manuals, was the founder of the Training Programme. However, there has been growth and diversity in 2015. More organizations hosted TfT trainings, especially in South Africa, where 5 workshops took place instead of the 2 planned. New partnerships were also entered into between TfT, and CCJP in Zimbabwe resulting in a Certificate Course that TfT will facilitate with CCJP partners in Zimbabwe.

The socio, economic and political environment of Africa where most of the participants are drawn from is polarized by regional conflicts, unemployment, increased violence and crime. Young people within Africa migrate between and among countries, mostly to South Africa. The World Bank data 2014 estimated that there are 1,106.08 refugees in South Africa. Other estimative of illegal immigration states that over 2 million refugees live in South Africa, the majority not documented. South Africa is experiencing social, political and economic challenges that exert pressure on the population, especially amongst its youth. One of the ways young people respond to the pressure is evident on the attack on immigrants; for instance, in the xenophobic attacks of May 2015.

TfT does not necessarily have the means to assist organizations to curb the problems, but offers participants methodologies that empower development practitioners to facilitate open dialogues that enhance people's capacity to tackle their problems.

2.1 Important Changes within the organization

There have been no structural changes in the organization, but roles of The Trustees shifted. Agatha Modise became the Board Secretary and Marilyn Aitken the Treasurer.

3. IMPLEMENTING THE PROJECT AND ACHIEVING ITS OBJECTIVES

3.1 Project implementation

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

TFT COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Introduction Course 2015	To conduct Tft Introduction Workshops in Mozambique and Angola (MAP)	Tft facilitated two workshops in Mozambique attended by 44 people: 25 in Beira, and 19 in Maputo.	Workshops could not be facilitated in Angola because of the astronomical costs. In place, Tft supported three Angolans that attended the 2014 – 15 Tft Diploma Course.	The Angolans will be able to facilitate courses in their country supported by CARITAS. Carlos Ferraz, the Officer, was part of the 2015 Diploma Course team and he is working with Tft South Africa to prepare the Courses in Angola.
	To facilitate 4 Introduction Courses in Indonesia, Zimbabwe and South Africa	9 Introduction Courses attended by a total of 200 participants were facilitated in Zimbabwe (2), South Africa (5) and Indonesia (2). The highlight of the Introduction Courses was in Indonesia where participants were elected into local government posts as village leaders. The significance of these positions is that village councils have legislative powers to manage local resources.	There was no deviation. The number of courses increased.	There is increased demand for Introduction Courses; e.g. 5 in South Africa. The Introduction Courses are cost effective for the organizations. They are also strategic for recruiting appropriate candidates for the Diploma Courses and for the Tft sustainability.

TFT COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Diploma and Certificate Course 2015	To complete Certificate and Diploma Courses	Two trainings were facilitated and attended by a total of 66 participants - 32 for the Certificate and 34 for the Diploma Courses.	2 participants dropped out. James Mwenda is a Christian Brother who seemed to be at odds with his calling and could not make a decision to come back. Elizabeth Bernard-sowho from Nigeria had to complete work in her organization.	A Certificate Course ‘Super Trainers’ was facilitated to map out strategies for implementing recommendations from the 2009-2014 Impact Study. The Course was attended by 32 Tft graduates. The South African government introduced a new visa regulation that is a challenge for Tft.

TFT COURSES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Diploma and Certificate Course 2015			5 participants from Zambia arrived 3 weeks late to the course because of visa problems.	TfT is working with the Grail Trustees and The Department of Home Affairs to reduce the problem. A pilot Certificate Course is scheduled to start 2016 in Zimbabwe.

b) External Impact Study

IMPACT STUDY	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
TfT Impact Study 2009-2014	To mentor and monitor the Impact Study	An impact study was carried out by external consultants using three approaches, i) online survey, ii) face-to-face interviews as well as iii) staff interviews. 300 people participated; 65 of the participants were community beneficiaries in the Impact Study. The report was submitted to the partners in 2015.	Face-to-face interviews were carried out at Regional Think Wells in Southern Africa with 5 countries, Malawi, Mozambique, South Africa, Zambia and Zimbabwe.	The Impact Study team could not travel to East and West Africa as planned due to limited budget. A 'Certificate Course Super Trainers' was facilitated to implement the recommendations of the Impact Study. The outcomes include a curriculum to standardize TfT Introduction Courses and a five year strategic plan. 5 regional teams mapped out. (see annexes attached)

c) Regional Think Well

REGIONAL THINK WELL	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Regional Think Well	To hold regional Think Wells	Two regional Think Wells attended by a total of 65 TfT graduates from six countries; Malawi, Mozambique, South Africa, Swaziland, Zambia and Zimbabwe. A booklet of most significant stories of TfT practice was produced and circulated to more than 300 stakeholders.		TfT received more applications for the Diploma Course after the Regional Think Wells. TfT designed a programme to work with Regional Teams for Introduction Courses facilitation.

d) Human resources

HUMAN RESOURCES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Human resources	To recruit Tft facilitators for the final in-residence phase of the Diploma and Introduction Courses	A total of 11 facilitators were recruited for the Diploma and Introduction Courses.		Co-facilitating with previous Tft graduates on the Introduction courses enhances their facilitation skills.

e) Financial resources

FINANCIAL RESOURCES	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Financial resources	To mobilize adequate financial resources for Tft 2015 programmes	Secured adequate funding for 2015 Introduction Courses raised more than Rand 1. 800 000 Cluster funding for participants in specific regions, ex., South Sudan brought in Rand 480.000 Sending organizations contributed 100% towards transport and 20% towards tuition, board and lodging of their staff.		Tft is attracting strategic church based organizations in Zimbabwe such as CAFOD and TROCAIRE. These are new partnerships that contribute toward funding through Introduction Courses for their partners.

f) Monitoring and evaluation

MONITORING AND EVALUATION	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Monitoring and evaluation	To collect 12 stories of most significant experiences of Tft in Practice	Twelve stories were collected from Tft graduates, published and circulated to more than 300 partners. They were put on the website and Facebook page.	The web manager was attending the Tft Diploma Course; as a result there were no stories for the months of May and June.	

g) Marketing and communications

MARKETING <i>Communication</i>	PLANNED ACTIVITIES	IMPLEMENTED ACTIVITIES	REASONS FOR DEVIATIONS	COMMENTS INTENDED ADJUSTMENTS
Marketing <i>Communication</i>	To produce and distribute: 4 Gr@ilVine newsletters by end of December TfT 2016-17 Diploma Course Brochure by the end of March To layout and circulate Impact Study, Annual reports, Introduction Course reports To update Facebook, website and blog	3 Gr@ilvine newsletter was circulated to 100 people by email and put online (Facebook, website). The TfT Diploma Course brochure circulated by the end of March and it reached up to 1000 people. The TfT Facebook page reaches 79 countries, with the highest peak of 2,263 people in one day. The fans are 65% women and 33% men. The remaining 2% is institutions.	The June newsletter was delayed due to the Communication Officer being part of the Diploma Course. It was sent in the beginning of July. For the same reason Facebook, website and blog weren't updated as often as usual.	Increased demand for TfT Courses could be attributed to online marketing strategy.

3.2 Outputs

a) To facilitate Mozambique Angola Introduction Workshops

Two workshops attended by 44 people facilitated in Mozambique. The outcomes of the training in Mozambique included a number of projects. On Beira, 13 credit schemes were created with a membership of 400. Three cooperatives with 60 members registered in Mozambique. And, milk produced by cooperatives improved child nutrition in the villages of Sofala. Among other achievements, TfT graduate facilitators in Mozambique launched a local community based organization called SPARK. The focus of the organization is to reduce drug and substance abuse among young people in Maputo. SPARK trained 12 students that became facilitators who engaged with one thousand other students. The Mozambican TfT graduate facilitators introduced TfT to the United Theological College Methodist Church, engaging with the third year pastors in training. The intention is to mainstream TfT as part of the Pastors' training. TfT graduates are working with the training institute to finalize the agreement.

b) To facilitate Regional Think Wells

65 TfT graduates attended 3 Regional Think Wells facilitated in South Africa, Zambia and Zimbabwe. 12 Stories of TfT most significant practice were published and a booklet was circulated to more than 300 individuals and organizations. The output is increased demand for TfT Introduction workshops.

c) To facilitate short term Certificate and Diploma Courses

64 participants successfully completed the TfT Diploma and Certificate Courses. Highlights from the training are drawn from Indonesia, Nigeria and Zimbabwe.

- **Maria Latumahina from Indonesia** trained 67 change agents from three communities. The Introduction workshops outcomes in three communities include food sufficiency, reforestation, garbage management, election of women into local government leadership positions, revival of indigenous crops and organic farming. On one of the Islands change agents reached out to 50% of the 14 villages impacting on more than 5 000 people.
- **In Nigeria, Beji Jibe and Mary James** from the 2014-15 Diploma Course worked with Ruth Olutosin, a 2012 TfT graduate, and saved 80 girls from Boko Haram and secured scholarship for the girls to return to school.
- **Placedes Ranga from Zimbabwe** worked with a community and was assisted by the technical team from the Zimbabwe National Army to build a primary school attended by more than 500 pupils.

d) To Mentor and Monitor Impact Study

300 TfT graduates from 108 organizations and 21 countries participated in the Impact Study. TfT facilitated a Certificate Course ‘Super Trainers Workshop’ attended by 32 TfT graduates from 13 countries. A five year strategic plan and a curriculum to harmonize TfT Introduction Courses were produced. Five regional teams for Africa, Europe, Indonesia, and India were mapped out. (see annex 2 for details)

4. CONCLUSIONS

4.1 Lessons learned within the specific period

- MAP project is challenging for TfT due to the limited funding. MAP project tariffs were calculated on South African rates that were 60% below the actual costs, especially in Angola. The proposition is to support the TfT coordinator in Mozambique while she implements programmes jointly with The Grail Portugal. To this effect the MAP budget will support one workshop per year.
- Introduction workshops attracted new training relationships in Zimbabwe with CAFOD and TROCAIRE partners. This is new ground and rooted in the church with great potential to influence its role in responding to the socio-economic and political crisis in Zimbabwe. A pilot Certificate Course is scheduled to commence in 2016.
- New strategies to root TfT in South African civil society will need more attention. The partnership with DAG will be prioritized in TfT activities.
- Cluster funding from partner organizations should be increased. For example, the direct support for South Sudanese participants in the TfT Course resulted in Arabic translations of the books. TfT will discuss the possibility of piloting the Indonesian experience in South Sudan because it enhances the capacity for TfT graduates to work with more people.
- TfT growth in Indonesia requires translations of the books into an Indonesian language. TfT is working with Maria Latumahina to get the books translated. A local team of 20 people was selected to undergo separate training. The trainees will assist with training on other Islands.
- The regional teams will facilitate Introduction workshops using the developed curriculum. The training is sufficient to give change agents ample training to facilitate community discussion and action. For this reason, TfT will suspend the Certificate Course for the Diploma, regional teams and module refresher courses.

5. INTERNAL AND EXTERNAL ACTORS AND STAKEHOLDERS

5.1 Internal and external stakeholders

A new partnership within the church in Zimbabwe and more requests for Tft Introduction Courses from South Africa is plausible. Tft should strive to increase this approach. Long-term strategic partnership with institutions and other organizations such as the Catholic Church in Beira, Mozambique, and Caritas, Angola, continues to be vehicle to the foundation of Tft sustainability in Mozambique and Angola.

5.2 Co-operation with other partners

Continued nurturing of the Tft partnerships with three strategic partners, i) CAFOD and CCJP partners, Zimbabwe, ii) the United Church of Zambia, and iii) Papua Provincial Planning Agency (BAPPEDA) Indonesia.

5.3 Challenges for the work to be done in the future

Donor funding is decreasing in Africa. This might impact on the NGOs capacity to host Tft Introduction Course as well as Tft's ability to secure additional funding for the Diploma and Certificate Courses.

The Rand is depreciating its value at an alarming rate. This might affect Tft, especially the Diploma Course's in-residence process.

The regional teams may not be able to secure adequate funding for the translations of the curriculum in their languages.

New visa policies in South Africa may strain participation of other countries. For instance Rwandans are denied visas to enter the country.

TFT IN PICTURES 2015



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



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



Gender session. Introduction Course in Indonesia. February 2015



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



Introduction Course TROCAIRE, Harare, Zimbabwe. May 2015



MAP participants in 2014-15 Diploma Course.



Second in-residence phase of the 2014-15 Diploma Course. April - June 2015



Permaculture. Introduction Course in Indonesia. June 2015

TFT IN PICTURES 2015



Final Celebration. Introduction Course in Indonesia.
June 2015



Introduction Course DAG in Kleinmond, South Africa.
03 - 7 August 2015



Super Trainers Workshop, Kleinmond, South Africa.
1-14 September 2015



Introduction Course in Goedgedacht, South Africa.
5 - 9 October 2015



Introduction Course MAP - Maputo, Mozambique.
19 -23 October 2015



Introduction Course DAG in Cape Town, South Africa.
15 -20 November 2015



Introduction Course in Goedgedacht, South Africa.
30 November - 4 December 2015



Tft Team Annual Planning 2016, Christian Brothers
Centre, Stellenbosch. 11 -14 December 2015

A synopsis of the Training for Transformation (TfT) strategic plan 2016 - 2020

The aim of the strategic plan is summarized in the TfT creed proposed by the group underlined below.

Training for Transformation believes that life is sacred.
We are called to care for Mother Nature the provider of life to all creation
We join forces in the struggle to transform ourselves and the world around us
in order to create safe spaces for our children,
and to advocate for equity between women and men
In solidarity with the poor, we pledge for equitable ownership,
control and redistribution of our nations' wealth as hallmarks
for liberation, freedom, peace and justice.

Vision: A new level of critically conscious leaders in development education whose theory is grounded in practice.

Mission: To build a global movement of TfT animators from strategic organizations and initiatives, and to equip them with skills to enhance communities' ownership and control of development initiatives that impact on their lives.

Aim:

- To train teams of leaders from strategic organizations in development facilitation and animation.
- To establish TfT regional teams as local hubs for TfT Introduction Courses.
- To link community development initiatives with local and global movements.
- To ensure that the issue of climate change is prioritized by community development initiatives.

Strategic Pillars; 1) cohesive leadership, ii) vibrant citizenship, iii) climate change awareness, iv) child protection, v) gender equity, vi) human and financial resources mobilization

Strategy 1 - Prioritize high conflict countries and regions: South Africa, South Sudan, Nigeria and Papua (in Indonesia). Support regional TfT teams in rolling out Introduction Courses and Change Agent Training focusing on: community healing, conflict transformation, rights based approach and climate change.

Strategy 2 - Low conflict areas: build strong partnerships with faith based organizations and rights based movements. Facilitate TfT Diploma Courses and refresher courses on: leadership, economic literacy, social and structural analysis, indigenous knowledge systems, and climate change.

Strategy 3 - Provide a curriculum for Introduction Courses. Support regional teams and facilitate annual reviews and refresher training programmes at The Grail Centre in Kleinmond.

Outcomes:

- i) A curriculum for Introduction Courses,
- ii) Five TfT regional teams of 5 members each established for West, East; Southern Africa, Asia and Europe,
- iii) Three Diploma Courses attended by a total of 108 leaders from strategic organizations,

- iv) 360 animators trained through Introduction Courses facilitated by TfT from The Grail Centre, South Africa,
- v) 8,200 change agents trained by regional teams,
- vi) 164 000 people directly reached by community change agents,
- vii) 7,500 copies of TfT books volume 1- 3 translated into: Arabic (1 500 copies), Bahasa Indonesia (4 000 copies) and in Swahili (2 000 copies),
- viii) Cases of the most significant stories of practice published, 5 x 5 minute videos and 20 newsletters produced and published on TfT website and social media,
- ix) 5 annual reports, 5 biannual reports, 10 TfT external audits and 5 Grail Trust institutional audits produced.

Impact Indicators: TfT decentralized; TfT is 40% self sustaining; local leaders held accountable by communities; food sufficiency; gender mainstreaming in local government; child protection laws enacted and enforced; reforestation; TfT youth programmes curb drug and substance abuse among young people and in communities.

ACKNOWLEDGMENTS

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

BREAD FOR THE WORLD

MISEREOR

ANONYMOUS

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

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