



Training for Transformation

ANNUAL REPORT 2012

A PROGRAMME OF THE GRAIL CENTRE TRUST

1.GENERAL INFORMATION

1.1 Name of Partner Organisation

The Grail Centre Trust

1.2 Project Title

Training for Transformation

1.3 Reporting period

January 2012 – December 2012

1.4 Brief description of the genesis of the report

This report is compiled by the Training for Transformation programme director, the senior trainers, the accountant and, communication officer. The report input comprises of (i) conversations with participants and facilitators during the course, (ii) telephonic conversations with students, mentors and leadership from the sending organizations, (iii) follow-up telephonic conversation with Tft graduates from previous courses and articles for the newsletter written by students, (iv) home-phases assignments submitted by students constitute part of the report as well, (v) discussions with mentors and directors especially during home phases inform the reporting significantly.

This report mirrors on six main objectives

To facilitate last in residence phase of the Tft Certificate Course (ii) To facilitate second phase of the Tft Introduction Course with Christian Brothers. (iii) To complete Diploma Course Recruitment, (iv) To facilitate first residence phase of the Tft 2012 – 2013 Diploma Course. (v) To appoint a senior trainer. (vi) To facilitate the final phase of the Tft Introduction Course with Women on Farms Project.

Apart from the objectives, external Communication improved through Gr@ailvine Newsletter and radio interviews about Tft (SAFM) and the Kleinmond local newspaper ‘The Overstrand Herald’, as well as YouTube movies and a blog on the website.

2. CHANGES IN THE EXTERNAL FRAMEWORK CONDITIONS AND PROJECT ORGANISATION

2.1 Key framework conditions

An overview of socio-economic environment of this report focuses on the countries that participated in the 2012 Tft Diploma, Certificate and Introduction Courses. The participants of the 2012-2013 Certificate and Diploma Courses were drawn from civil society organizations that respond to, (i) Women and children’s rights protection, (ii) Access to education (iii) Promoting women’s leadership and participation in local government. According to Simon Johnson, political commentator; UK is reported to be one of the world’s top ten countries in alcohol abuse. Scotland alcohol abuse figures soared to 270% in 15 years. And, 80 – 800.000 children in Scotland are living in homes where one or both parents suffer from alcohol abuse. Papua has the second largest prevalence of HIV/AIDS in Indonesia with the highest infection of 26.6%. In Sub-Sahara Africa women and girl children abuse increase through traditions such as polygamy, forced marriages, consequently alarming prevalence of HIV/AIDS in the region.

According to UNAIDS report 2007, the HIV/AIDS pandemic has decreased life expectancy in 34 countries of Africa, Asia and even Latin America. Sadly, 26 of the most affected countries are in Africa. Among the most affected countries are Swaziland and South Africa whose infection rates increased from 4% in 2004 to 28 % in 2007. Swaziland’s HIV/AIDS prevalence is shocking and alarming with 1 in every 4 adults living with the virus. Observations from the

report suggest that the two countries have the highest prevalence of HIV/AIDS in the world. Even if Zambia and Zimbabwe have decreased the HIV prevalence to 14%, the two countries have the highest unemployment figures within the region with 64% of the people from Zambia living below the poverty line and 70% of Zimbabweans unemployed. In the East African countries such as Sudan women are more vulnerable to war and religious practice that bar their effective participation in structures and decision making processes which impact their livelihood. In West Africa, Nigeria is a country where women and child trafficking is soaring such that it is difficult to unveil the statistics.

Women bear the brunt of the burdens placed on them by systematic exclusion of institutions, (i) they constitute the majority of home based carers for people affected and impacted by HIV and AIDS, (ii) economic recession increase the prizes of farm inputs crippling women’s possibility to grow their own food, (iii) cultural practices such as polygamy and girl child abduction into early marriages in Kwazulu Natal in South Africa increase the risk of HIV infection among women.



“We work in 8 schools with traditional leaders to campaign against girl children abduction.”
Zanele Ngcobo, Women Leadership Training Programme, Kwazulu Natal, South Africa.

The hope for Southern African countries emerge in Malawi and Mozambique. Malawi has new political dispensation still to be measured and Mozambique demonstrates strives to merge both economic and political freedoms. The other participants came from countries such as Sudan where people wallow in political and economic struggles. For instance one of the participants from Sudan was unable to attend the second phase of the training due to political incarceration.

The negative economic climate continues to impact on many civil society organisations particularly in Southern Africa. Despite the hardships sending organizations contribute over a million rands towards transport, boarding and tuition illustrated by the table below.

Table1. Organizations contributions

Courses	Certificate	Diploma (Phase One)	Total
Board and tuition	R79.269	R277.805	R357.074
Transport	R292.000	R367.074	R659.074
Total	R371.269	R644.879	R1016.148

2.2 Most important changes that occurred with respect to the organisation

A management team for the three programmes was appointed, (a) Community Development Programme, (b) Muthimkhulu Village Centre and, (c) Training for Transformation. The management team is going through a transitional process during which training and coaching for team management skills and methods are explored with professionals.

Like all other not-for-profit organisations, funding remains a challenge and continues to threaten the planned delivery of courses. Regardless of the difficulties TtT mobilized sufficient financial resources, and facilitated the Certificate and Diploma Courses as per 2012 schedule. In addition TtT hired 2 senior trainers and we hope to implement more Introduction Courses due to the increase in staffing.

Progress has been made in project implementation.

2.3 Activities implemented in reporting period

This report mirrors on 5 main objectives, (i) Last in residence phase of the Tft Certificate Course (ii) Second phase of the Tft Introduction Course with Christian Brothers. (iii) Diploma Course Recruitment, (iv) First residence phase of the Tft 2012 – 2013 Diploma Course. (v) Appointment of the senior trainer (vi) Final phase of the Tft Introduction Course with Women on Farms Project.

Apart from the objectives, external Communication improved through Gr@ilvine Newsletter, radio interviews about Tft (SAFM) and the Kleinmond local newspaper 'The Overstrand Herald', as well as YouTube movies and a blog on the website.

2.3.1 To facilitate last in residence phase of the 2012 Tft Certificate Course

Table2. Certificate Course participants

Country	Female	Male	Total
South Africa	7	1	8
Nigeria	2		2
Mozambique		1	1
Malawi	2		2
Portugal	1		1
Sudan	2		2
Zambia	1		1
Zimbabwe	5	2	7
Total participants	20	4	24

Although 36 Participants (30 women and 6 men) were recruited for this course, only 24 participants completed the first phase. 22 completed the course successfully and received certificates in development education. (See the Table 1) Because participants were supposed to contribute a minimum of R4.000, 8 participants dropped a day or two before the course commencement. Despite the fact that we had started processing the visas in September 2011, two participants from Nigeria could not secure visas on time to attend the course.

One of the participants from Sudan demonstrated commitment by using an amount equivalent to her annual salary to come to the course. By the end of the Second in residence Phase 15 development professionals and practitioners (10 females and 5 males) had engaged with the group. Participants were expected to complete the second home phase consisting of 1 workshop with the report to be submitted by mid August 2012 and a course integration paper by September 2012.

Notable achievements from field practice were improved communication, facilitation skills and demonstrated high self esteem. Although Tft is a process, the noted indicators in self-actualization demonstrate the synergy between theory and practice.



"Nobody enters this Tft room for training and walks out the same. There is that intrinsic change that is indescribable in words".
Ekene Onwuanum, Nigeria.

2.3.2 To Facilitate Second Phase of the Tft Introduction Course with Christian Brothers

The second phase Introduction Course took place from 9 -13th July at the Christian Brothers house in Green Point. The first Introduction Course in Zambia was attended by 16 people from 7 countries; Zambia, Kenya, Ghana, Tanzania, Cameroon, India and Ireland. A second Introduction Course was facilitated in Zambia with 20 novitiates and 5 Sisters of Charity. Two other Introduction Courses are scheduled (i) in April a follow up in Zambia, (ii) in August the first phase introduction course will be facilitated in Ghana.

2.3.3 To complete Diploma Course recruitment by 30 July 2012

TfT received 55 applications from 12 countries; Scotland, Portugal, South Africa, Swaziland, Sudan, Nigeria, Zambia, Kenya, Indonesia, Uganda, Zimbabwe and Cameroon. TfT entered into a partnership with UN-Women for financial support of specific students from Southern Africa. Current discussions indicate that the support will go beyond course participation to ‘journeying with the graduates’ when they go back to their organizations, or launch new initiatives. TfT is focusing on recruiting people from new organizations and countries such as Sudan, and Mozambique. The Certificate and Diploma Courses expanded into new countries, Papua, Sudan and Mozambique. The intention is to increase the number of new countries especially from Africa where the need is urgent.

Table3. Diploma Course participants

Country	Female	Male	Total
South Africa	4		4
Nigeria	2		2
Papua (Indonesia)	1		1
Scotland	1	1	2
Portugal	1		1
Sudan	2		2
Swaziland	2		2
Uganda	2		2
Kenya		2	2
Zambia	6		6
Zimbabwe	4	1	5
Total participants	25	4	29

As noted earlier financial and human resources pose the greatest challenge for TfT. Current three year funding agreements cannot cover the costs. Responding to this challenge TfT is only enrolling participants that are in a position to pay full transport costs and contribute not less than R10.000 towards boarding and tuition. By the end of the first phase of the Diploma Course organizations had contributed more than a R1 million. Some of the organisations with whom we engaged include UN Women, who sponsored 8 women from the SADC region, an anonymous sponsor for 3 participants, 2 of which were from Sudan, United Church of Zambia (6 participants), Christian Brothers, Centre for Human Ecology and individual participants.

2.3.3.1 To facilitate the first phase of the 2012–13 TfT Diploma Course

29 Participants (4 males and 25 females) from 11 countries were trained by 16 renowned development scholars and practitioners. Cognizant of the fact that transformation is a process, some of the skills eminently demonstrated by the participants were: (a) Active Listening (b) Embracing religious and cultural diversity (c) Designing and facilitation of the discussion (d) Improvement in writing skills. Maria Latumahina has engaged with local authorities on land issues in Papua and organized Introduction Courses for community change agents and government officials scheduled for July 2013.



“When I asked Verene how to make people from Papua demand their land rights she told me to come to TfT. I did not understand, but, now I know that people develop or transform themselves. I can never do it for them. My role is to conscientize, ask the right questions.” Maria Elena Latumahina, Papua Indonesia.

2.3.3.2 Appointment of a Senior Trainer

Two senior trainers were hired. Obviously this increased the number of fulltime trainers and creates more space for Introduction Courses. They commenced work in October when the first phase of Tft Diploma Course was running. The budget allocation was for one senior trainer, and Tft is exploring alternatives by which the two trainers can be retained on long term contracts. Furthermore, because they commenced work during the course, their probation was extended by another three months to assess their competencies in other areas of work.

2.3.4 To facilitate the final phase of the Tft Introduction Course with Women on Farms Project (WFP)

Training for Transformation had scheduled a workshop in April with WFP. The activity was not implemented because of financial constraints within WFP. However, a one day team building workshop was facilitated with the staff. The third level of the Introduction Course is scheduled for the first quarter of 2013. Further, Rolene L. Hendricks an extension worker with this organization and also a participant of the Tft Diploma Course, collected stories of the indicators of the Introduction Courses. One story is used in this report. The rest of the stories will be published through the Tft blog 'Our stories'.

2.4 Overview of activities implemented since the start of the project

The activities implement during the reporting period especially in the beginning of the year, were characterised by high deficit in human and financial resources. Tft approached organizations to contribute towards the course after a long history of full bursaries. Responding to the call organizations contributed more than a R1 million (see Table 3 about Financial contributions).

Introduction courses remain a poignant area for further financial sustainability exploration. Financial table below illustrates that organizations have the potential to pay for Tft. In spite of this, there is need for developing an effective marketing strategy.

Table 4. Financial records Introduction Courses facilitation

Organization	Amount (ZAR)
Partners In Sexual Health (PSH)	R27.524
Catholic Welfare and Development (CWD)	R3.000
Women on Farms Project (WFP)	R5.000
Christian Brothers S.A.	R30.000
Christian Brothers Zambia	R40.000
American Students	R5.000
Total	R105.524

The organizations PSH, CWD and American students were either for one day or a few hours processes the amount varied due to the number of participants involved and the time spent preparing and working with the group.

2.5 Other actors involved in similar projects

The partnership between Tft and Christian Brothers is being further developed. Tft will be facilitating the second level of Introduction Courses in Zambia during the first quarter and possibly Ghana in August 2013. The Christian Brothers were very impressed with the impact of the first phase of the Introduction Course on the participants. The novitiates highlighted that, listening and questions for digging deep helped them not to prescribe solutions to the communities during the missionary months.

The Christian Brothers sent 2 brothers to the Diploma Course. The Brothers are being coached to be resources people in the congregation's Tft programmes.



"...Transformation begins with "self" because I cannot transform people if I am not transformed. Thus, the programme helped us to realise that when we reach out to people we should help them to find their own solutions to their problems, rather than trying to impose "our" solutions on them. This change of attitude was an important learning for all of us." Humphrey Mulenga, Christian Brothers, Zambia.

The Women on Farms Project is engaging Tft for the final phase of the Introduction Course during the first quarter of 2013 and possible long-term collaboration in fundraising. For instance a proposal was jointly prepared by Tft and WFP and presented to the Foundation for Human Rights. Tft envisions more Introduction Courses in South Africa with some of the 'Bread for the World' partners. Joint funding prospects are under exploration with Kimmage Development Studies Centre, in Dublin Ireland. Kimmage Development Studies Centre partnered with Tft since the launch of the first course in 2002. In this partnership we explore two strategic approaches, (i) recruitment of Development studies students for Kimmage and, (ii) possible joint mentoring of students at a fee discussed and agreed to by both parties.

3. THE EFFECTS ACHIEVED BY THE PROJECT

3.1 Achievement of the project objectives

While we highlight some of the immediate effects of the project objectives, we are cautious of the fact that transformation is a process. These highlights will be monitored during the last home phase and visible transformation could be measured after a period of not less than two years as illustrated in juxtaposed quote from 2011 alumni.



"As part of my home phase I embarked on a project to work with mothers of disabled children. I was addressing conflict that had led to the failure of the project. I carried a mini research and worked with them to raise USD10.000. They will be opening a bank account. And, this time I will be working with them to ensure that the project will succeed." Mahara Goteka, Zimbabwe.

The illustrations below summarise some of the indicators from some of the Tft alumni and participants still on training.

Table 5. Indicators of Tft participants work

Gildo Nhapuala Mozambique	Gildo facilitated a workshop sharing Tft skills and methods in N'weto – Health Communication (NWH); as a result a space was created for him to share Tft skills and methods once a month with all the employees. We are still to monitor the results of these one day seminars in NWH.
Ruth Tolsins Nigeria	Ruth organized and registered a centre for the Transformation of violence against women and children. She is working with 300 women of diverse religions. As a result these women curbed religious violence in their region. Furthermore, community libraries were initiated with more than 300 children in attendance.

Mary Balogun and other Sisters of Charity Malawi	Mary carried out a listening survey and facilitated a workshop that unveiled the need for skills training among the youth. The revelation shifted the Sister's intention to build a school and clinic in the area to setting up a committee comprising of (i) the youth (ii) parents (iii) traditional leadership (iv) local government (v) Ministry of Education – to explore and set up a skills training programme in the area.
Lucinda Evans South Africa	Lucinda secured shelter for abused women and children in Lavender Hill. She also started two projects: a recycle project and growing vegetables with the women. Lucinda is leading in the campaign against gangs, drug and substance abuse in her community.
Nqobile Masuku South Africa	Nqobile works with young women on issues of climate change, and campaigns against girl child abduction into early marriages, curbing the spread of HIV/AIDS in. Out of the 80 girls with whom she is in direct contact, 8 girls were in matric and they all completed with matriculation exemption and they have all enrolled with universities in South Africa.
Evernice Munhando Zimbabwe	Evernice organized and launched a Female University Students Network organization in Zimbabwe after the first phase of the certificate workshop. The organization attracted more than 30,000 female students in the first year of its existence. Evernice is now attending the Diploma Course.

3.2 Observation of additional important effects

Participants from various organisations bring in themselves new opportunities. One of the Sudan participants, Halima Abdulaman is a Director of World Pulse (www.worldpulse.com) an organisation that uses the power of interactive media to build a network connecting the world of women – one voice at a time. With a network of trained and supported women citizen journalists, we are exploring various mutually beneficial partnership opportunities.

The Introduction Courses are a strategic recruitment and income earning process for Tft. More courses could be organized with CSOs that are funded by the same partners. For instance, when Tft made a presentation at 'Bread for the World' seminar there was a spark of enthusiasm that can be taped on.

Partnership with religious congregations such as The Christian Brothers and the United Church of Zambia are not only strong bases, but also pose an opportunity for a long-term collaboration and possible sustainability for Tft to reach out to the majority of the poor.

The increasing requests for Introduction courses in Europe and Asia call for new and creative approaches. Responding to this, Tft is hosting an international Think Well in September 2013. The intended outcomes of this event are twofold; (i) A booklet of best practices will be published on the internet, (ii) Impact assessments instruments will be developed.

4. CONCLUSIONS

4.1 Course of the project, approach, strategy, methodology and effects

Introduction Courses are new ways of doing Tft that generate income. Tft is challenged not only to develop an effective marketing strategy but also mobilize adequate human resources for the facilitation. Although Tft hired two senior facilitators, the need for outsourcing facilitators might rise especially with regards to international Introduction Courses in Europe and Asia.

Although South Africa is perceived to be middle income country, Tft will be engaging with funding partners to support country or regional teams to participate in the courses. In 2012 this initiative was successfully implemented for 8 women from Southern Africa and 2 women from Sudan. The strategy is to get support for women from West, East, Central and North

African countries.

New initiatives illustrated under Table 1 (Organizations contributions) give a demonstration that there are more indicators that Tft needs to follow up with Alumni and current participants. This calls for the development of short term monitoring and evaluation instruments that could be used quarterly. The outcomes of M and E would then be published in Gr@ilVine and the Tft blog.

4.2 Conclusions for further planning

The Tft results, indicators and demand from larger institutions such as the United Church of Zambia establish that the methodology and strategy is appropriate and relevant.

The Tft courses processes and approach need to be adapted to optimise the current funding landscape. We will pursue and refine the strategy to fundraise for specific participants to attend the training. We are looking forward to more joint effort to raise funds as we realise that Training for Transformation is a means to an end, not a goal in itself. This will impact planning, as the application process would need to be revised to allow enough time to do the fundraising.

At the same time, we will prepare a marketing strategy for Introduction Courses, as this could be one way to afford additional resources on the team.

With limited financial and improved human resources we realise that monitoring and evaluation of impact is not optimal. We are developing plans to improve impact measurement. Apart from the objectives, external Communication improved through Gr@ailvine Newsletter and radio interviews about Tft (SAFM) and the Kleinmond local newspaper 'The Overstrand Herald', as well as YouTube movies and a blog on the website. This relationship needs further exploration to perhaps some of the television stations to expose Tft to the public in South Africa and abroad.

4.3 Additional important lessons

The conscientization tools and methods that Tft offers participants prove to be more relevant means for development practitioners to respond to the current socio-economic and political challenges. As a result Tft is receiving more demand for Tft Manuals and training.

Working with local organization we learned that with minimum resources organizations prefer Introduction Courses because they can give the fundamentals for community conscientization to more staff members' 12-15 people at the cost of R60.000 than sending one person to attend the Diploma Course.

South Africa is considered a middle income country from which most funding urgencies are withdrawing. Tft needs a strategic approach to work with CSOs to develop cluster funding for local organization from each specific country. For instance, Tft could work with Sudan or Mozambican organizations to obtain funding for groups of participants (not less than 3) to get bursaries.

Facilitating two courses Diploma and Certificate overlapping annually places overwhelming pressure on the minimal human and financial resources of Tft. The Diploma Course might be considered for every third year, and more time may perhaps be allocated to Introduction Courses because they can serve as both recruitment and remuneration base for Tft.

One of the main challenges for Tft is monitoring and evaluation of graduates' work. In addition to the e-mail, Skype, blog and newsletter, Tft may have to explore other cyberspace means of communication such as twitter. As for Facebook our goal is to create a combined page instead of having several pages created by Tft participants after they attended the course.

An international ThinkWell would be strategic to reflect on the 40 years of doing training for transformation and 10 years of the Diploma Course. The intension of the ThinkWell will be to produce an internet publication on Tft best practices, and design impact study instruments that would be used for impact study in 2014.



TFT 2012 in pictures



**Gender reconciliation
Diploma Course 2012-13**



**Building Collaborative Leadership
Diploma Course 2012-13**



**Mentoring
Diploma Course 2012-13**



**Group discussion
Diploma Course 2012-13**



**Introduction Course Christian Brothers
Zambia 2012**



**Group photo
Certificate Course 2012**



**'Children's library project' initiated by Ruth
Tosin O., Nigeria**



**Final Celebration
Diploma Course 2012-13**