



Training for Transformation Courses 2002 - 2008



**REPORT ON THE PARTICIPATORY
IMPACT ASSESSMENT**

July 2009





Dedication

This report is dedicated to Mizana Cynthia Matiwana [1948 – 2009]. Mizana was a strategic and wise thinker whose commitment to the marginalised in South Africa was genuine and steadfast. Her introduction to Training for Transformation was forged during the struggle against apartheid working in the black consciousness movement. She inspired her friends, colleagues, and communities with her insights, critical mind and most of all her compassionate spirit of love. She was one of the key people behind the process that shaped this participatory impact assessment.

Training for Transformation Courses 2002 - 2008

Report on the Participatory Impact Assessment

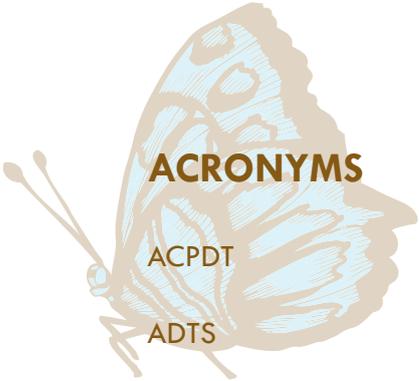
July 2009



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ACRONYMS

ACPDT

Africa Community Publishing and Development Trust (Zimbabwe)

ADTS

Development Training and Social Transformation (Rwanda)

BUWOPA

Busia Women Producers Association (Uganda)

CIVNET

Civic Educators Network (Zimbabwe)

DELTA

Development Education and leadership Training in Action

IAP

Impact Assessment Process

TfT

Training for Transformation

WLTP

Women Leadership Training Programme (South Africa)

UNIFEM

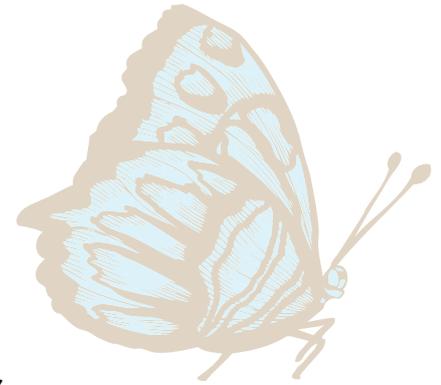
United Nations Development Fund for Women



EXECUTIVE SUMMARY

*"If I could wish for something,
I would wish for neither wealth nor power,
But for the passion of possibility;
I would wish for an eye which, eternally young,
Eternally burns with the longing to see possibility."*

-Oren Kierkegaard



A participatory impact assessment process of the Training for Transformation (TfT) Course was conducted between January and June 2009. The purpose of this process was to assess the difference that the TfT course has made in the course participants, their organizations and the communities with whom they engage. The course was run four times between 2002 and 2008 and attended by 143 development workers representing 106 different organizations from 18 countries around the world, with the majority from Africa. Of the 143 participants that enrolled, 80 percent completed the course successfully.

The main goals of the TfT course are as follows:

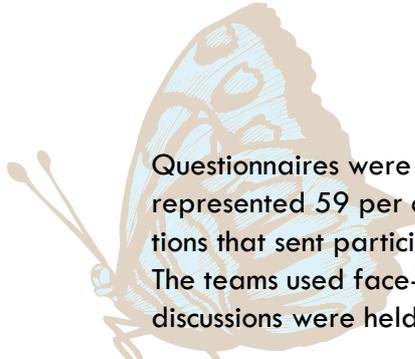
1. To build a new level of leadership in development education field that is grounded in theory and practice.
2. To build skills, insights and abilities of teams from strategic NGOs and community organizations to empower local self-reliant community development efforts and link these efforts within national and global civil society movements.
3. To build confidence, knowledge and skills of teams to work with communities and challenge local and national governments and ensure that macro economic policies are to the advantage of the marginalised.

The participatory impact assessment processes was designed during a workshop of participatory evaluation practitioners from Malaysia and Africa, TfT donors, facilitators of the TfT course and graduates. Drawing on past experience and knowledge of TfT, this group designed the process and research instruments to assess the impact at three levels:

Firstly, impact on the graduates in terms of personal growth, skills, and capacity to apply learnings in their personal lives and at work. Secondly, impact on the organizations in which the graduates work, by assessing whether the graduates shared the approach and tools within their organizations and whether the organizations' practices changes as a result. Thirdly, impact on the community with whom the graduates engage by evaluating the communities' ability to organize, lobby, participate in local government and undertaken other new initiatives.

Based on the financial resources available, the assessment process was carried out in four African countries namely, South Africa, Rwanda, Uganda and Zimbabwe. This selection was representative of Southern Africa and East Africa where the majority of participants came from and was feasible within the budget available. The assessment team comprised three experienced TfT facilitators in Southern Africa and three TfT graduates in East Africa.





Questionnaires were completed by 68 graduates through e mail or telephone. This number represented 59 per cent of those who completed the course successfully. Of 106 organizations that sent participants to the course, 18 were consulted, representing 17% of the total. The teams used face-to-face interviews with the directors of all these organizations. Finally discussions were held with 16 community groups.

Findings on Graduates: There was an overwhelmingly positive response from graduates on the impact of the course on their lives and on their work. Without exception, all 68 graduates surveyed gave feedback to the assessment team. Oren Kierkegaard's words quoted at the beginning of this section succinctly sums up the impact of the course on the graduates. A 'passion of possibility' was found in the level of excitement and energy which graduates displayed 'to be', and, 'do' something different. A 'longing to see possibility' was found in graduate's motivational levels and their willing spirits. Graduates identified 'high self-esteem' which the course cultivated as a key contributory factor in their personal growth following the TtT course. They were able to relate tangible examples of how they had put the TtT methodology into practice. The most popular tools were listening surveys, facilitation, animation and problem posing tools. Out of the 68 graduates interviewed (6 males and 62 females), 89 per cent had been promoted to new positions with more responsibilities in the same organizations or had moved on to start new initiatives since they had undertaken the course.

Findings on Sending Organizations: 18 sending organizations were interviewed by telephone or face to face. 9 of these organizations are national level organisations, 6 are regional or provincial level, and 3 are district or community level. The main focus of the organizations consulted was: Human rights and leadership training (5); Sustainable livelihoods (4); Peace building (3); HIV and AIDS (3); Gender awareness and girl child abuse (1); Community development (1); Local government (1).

Organisations clearly articulated the graduates, new ways of 'being', 'seeing' and 'working' describing them as 'extraordinary' 'injected with new energy' 'bringing out the best. Again 'high self-esteem' was recognised as a significant contributory factor.

Graduates had shared their learnings within their organisations by conducting training on TtT for other staff members, staff of other organisations and beneficiaries from their organisation. In addition, organisations noted improved communication within their organisation and stronger analytical capacity with TtT graduates 'always questioning' upon their return.

Finding on Communities: 16 community groups (342 community members) were consulted during the participatory impact assessment process. A variety of tools were used to stimulate discussion, including problem posing and focus group discussions in order to assess the levels of awareness of the groups of the TtT tools and methodologies and whether they had brought about the desired 'conscientization' as reflected in their approach to tackling issues they face.

The impact of the TtT course was evident in the formation of community groups in both rural and urban areas engaged in:

1. Sustainable Livelihoods with activities such as, crop farming and livestock keeping
2. Food security, activities such as gardening, poultry arts and crafts
3. Health, HIV and AIDS home based care
4. Campaign against girl child sexual abuse



- 
5. Campaign against drug and substance abuse
 6. Campaign against poor service delivery on housing, water and sanitation
 7. Community participation in local government and governance
 8. Micro credit schemes

11 community groups interviewed were started by graduates after TfT course. Many of these are locally based initiatives in South Africa that still need to be linked to the macro-levels for greater impact. Most of the organizations in Rwanda, Uganda and Zimbabwe that have a longer history of activism are already networked to national and global civil society movements.

From the interviews and discussions, the teams gained an appreciation of the potential for a ripple effect from the TfT course. By adding together the beneficiaries of all the organisations in which TfT graduates work, the impact of TfT reaches millions of community members each year.

Challenges and Conclusions

1. Reconsider the length of time the course requires participants to be in residence and therefore away from their organizations in order to attract the appropriate level of participants from NGOs.
2. Consider practical steps within the course to assist graduates tackle high levels of apathy found in communities in South Africa.
3. Simplify critical tools of analysis for applicability at community level, or clarify the reason why these tools are used in TfT.
4. Improve communication between the organizations, mentors and TfT programme. A communiqué clarifying roles would of benefit to all.
5. Maintain some level of communication between TfT programme and graduates after the course. One of the weaknesses of the impact assessment process was that some of the graduates had changed their contact details.
6. Explore alternatives for training men or find partner organizations to work with men. At present, the TfT course is mainly offered to women (only 8% were men). Yet male and female development workers work alongside each other in communities.
7. Consider incorporating longitudinal studies of impact in each country as part of ongoing TfT course monitoring. The depth and breadth of the process and data gathered (particularly in East Africa) was limited due to budgetary and time constraints.





1 Introduction

“...People in many countries and cultures have found in Tft a place where they can tell their story. In telling their stories and listening to others they have discovered who they truly are and also who they might become. They have told stories about how the world is and also have they wish the world to be.... For them Tft has been what the West Indian theologian, Michel deVerteuil, calls a ‘homecoming’ story.

A homecoming story is one where you recognize yourself and discover the potential to live life to the fullest. All of this has happened in a world where ‘alienating’ stories often hold sway. Alienating stories are ones where our role in life is prescribed and given. We are called to conform and not contradict, to be a consumer and not a creator, to obey and not question, to accept our destiny rather than forge it. Alienating stories promote markets not communities, consumers not creators, bland sameness not diversity.” Frank Naughton Partners in Tft Ireland Report [2001]

A participatory impact assessment of the Training for Transformation Course took place between January and July 2009. During this process, many stories unfolded. Stories of communities, stories of organisations and stories of the young men and women that graduated from the course between 2002 and 2008. These stories illustrate the continuing relevance of the Tft in development education today. They help illustrate how the course objectives resulted in tangible achievements with active involvement of local people. They provide us with lessons for the future direction of the Tft course.

The key question the participatory assessment set out to answer was what difference has Tft course made in the lives of the graduates, their organizations and the communities with whom they engage?

This report of the participatory impact assessment is presented in four sections.

The first section provides some background on the Training for Transformation course, where it began, what shaped and influenced it, and what it set out to achieve. Some information provided on the participants who took the course between 2002 and 2008. In the second section, the participatory impact assessment process is explained, why it was carried out and the key steps used to shape the instruments and process for the assessment. The third section presents the main body of the report in which the findings of the assessment are detailed relative to the graduates, their work in organizations and the impact felt in the communities in which they work. The fourth and final section of the report draws out recommendations for consideration in future Tft courses.





1.1 Background to the Training for Transformation Course

Training for Transformation was developed as an approach to community development in Kenya in the 1970's. It has spread to over 60 countries around the world and has continued to expand and deepen ever since. The originators of this work, Anne Hope and Sally Timmel, captured the philosophy and methods behind the approach in four volumes *'Training for Transformation: A handbook for community workers'*, which were published in 1984 and updated in 1999. Over 130,000 copies have been sold to date. The books have been translated into French, Spanish, Thai, Sotho, Portuguese and Arabic.

The handbooks proved popular as community development training manuals, however, some development practitioners grappled with applying all the Tft methods.

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

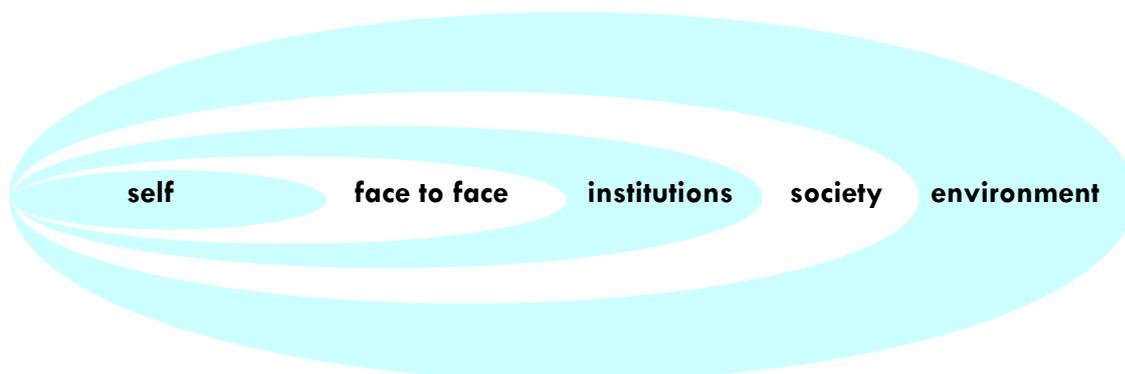
In response to such difficulties and numerous calls and queries as to where to find in-depth courses on the application of Training for Transformation, The Grail Centre in Cape Town piloted a training programme in 2002/03 for 36 participants from 12 different countries. Demand has continued to grow and the course has been run four times since 2002.

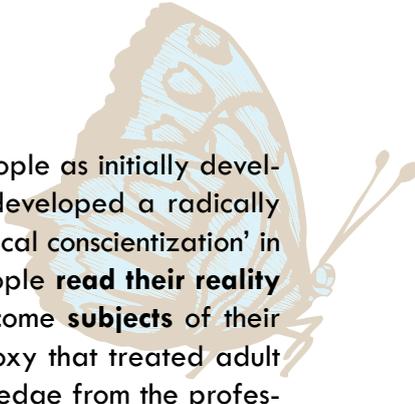
1.2 The Philosophy behind Training for Transformation

Training for Transformation is founded on the realisation that there is need for a new generation of leaders in development who are self-motivated and whose thinking and practice is grounded in communities' realities. At the same time, Tft recognises the importance of linking local and national initiatives to the global civic movement.

Six different areas of study underlie the Training for Transformation methodology:

1. Understanding the deep psychological blocks in people who have been traumatized by poverty (as understood by Fanon and many others) which hinders the building of trust between and among people with different interests. Tft thinking is that transformation starts from within the individual impacting on the face-to-face relationships surrounding an individual such as family and work mates and from there to the community and wider society, best illustrated by the diagram below.



- 
2. The development of critical consciousness and creativity in people as initially developed by Paulo Freire in Brazil. Paulo Freire [1921-1997] developed a radically different approach to adult education that he defined as 'critical conscientization' in the 1960s. He argued that critical conscientization helps people **read their reality** and **write their history**. This notion suggests that people become **subjects** of their own destiny not **objects** in society. He challenged the orthodoxy that treated adult learners as empty vessels that needed to be filled with knowledge from the professionals.
 3. The deepening of social-economic analysis through organizations of civil society to de-mythologize the fear that they were unable to understand the functioning of society at different levels. The distinctive nature of this course lies in its emphasis on an integrated approach to development, and the need to enable people to redress the detrimental societal development structures on policy analysis and advocacy more eminently at community levels
 4. Participatory methodologies in basic adult education developed by Freire, Knowles, Benne, Ritvo and other practitioners based on group leadership skills and understanding of group dynamics
 5. Forms of organizational development that encouraged creativity and responsibility
 6. The link between culture and spirituality that encouraged and enhanced deep long-term commitment towards justice

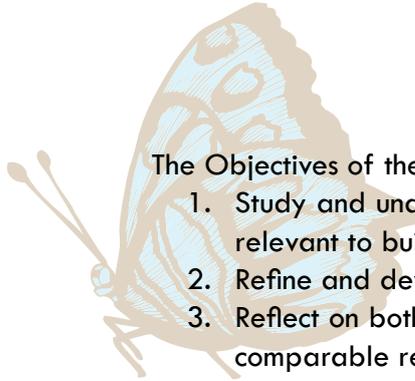
1.3 Description of the Training for Transformation Course

In 2002, when the Grail Centre Trust decided to develop a one-year course, they used methodology contained in the handbooks as a reference point but made many additions and adaptations given the changing times and context. They planned to offer an integrated approach to development, leadership, understanding of critical consciousness, economics and gender. The course was initially developed by Ina Conradie (from the University of the Western Cape), Sr. Becky Macugay (an original facilitator from the Kenyan DELTA programme in the 1980's who was now working in Namibia), Thelma Awori, the Deputy Secretary of the United Nations and an original founder of the Kenyan DELTA programme), Anne Hope and Sally Timmel.

The Goals of the Tft Course:

1. To enable a new level of leadership in the development education field that is grounded in good theory and practice.
2. To build skills, insights and abilities of teams, form NGOs and community organizations to empower local self-reliant community development efforts and link these efforts within wider national and global civil society movements.
3. To build confidence, knowledge and skills of teams to work with communities and challenge local and national governments to ensure macro economic policies that are to the advantage of the marginalized.





The Objectives of the TtT Course are to provide course participants the opportunity to:

1. Study and understand more fully the theory and practice of the disciplines that are relevant to building strong and effective civil society
2. Refine and develop new skills that can build effective organizations
3. Reflect on both theory and practice in all the areas covered in TtT course and other comparable resources.
4. Examine different ways of cognitive learning and their role in facilitating individual learning.
5. Undertake field practice with enough supervision to strengthen each individual's and organization's effectiveness in overcoming poverty, undertaking peace-making and building social movements.
6. Begin to build social movements.

The Expected Outcomes of the TtT Course are as follows:

1. A new generation of leadership in development
2. A transformation of organizations to build social movements
3. Programmes to combat poverty underway in local communities

The above outcomes are tracked in terms of:

1. Increases self-esteem, skills and insights for graduates
2. Concrete self-reliant projects in the communities initiated by the graduates
3. Building of 'neighbourhood' and 'community spirit' through participatory workshops
4. The level of information local communities have about global economic effects
5. The degree to which local communities are willing and able to participate in and challenge local government.
6. The formation of partnerships for long-term sustainable development

The course is organised in four phases comprising of two x eight weeks conceptualization and understanding of development theory and two x four months practical implementation of the learned skills in own organizations and communities.

The course is based on the six pillars of TtT books:

1. Adult Education based on Paulo Freire theory and other adult educators
2. Fundamental Human Needs as underlined by Max Neef
3. Integral Spirituality –understanding development as a spiritual calling
4. Ecology, economics and political analysis based on the dynamic model 'Gramsci's theory'
5. Gender and Culture
6. Personal Growth

With minor adaptations to suit the timing and group of participants, the above learning pillars were developed into a curriculum of subjects and topics the participants study. The Course Curriculum is outlined in Annex 1. Participants write reflection papers every week during the course and every three weeks during their home phases. These are marked using guidelines from Kimmage Development Study Centre, Ireland which is the accrediting institution.





1.4 Tft Participants

Since the Grail Centre began offering the course in 2002, 143 participants have been drawn from 106 civil society organizations that promote development, peace, gender equity and social justice. These participants have been drawn from 17 countries around the world although the majority were from Africa.

Tft Course Participants Country Statistics 2002 – 2003

Country	Participants		
	Female	Male	Total
India	2	-	2
Liberia	3	-	3
Mexico	3	-	3
Uganda	6	-	6
Rwanda	4	-	4
Tanzania	3	-	3
Zambia	1	-	1
Zimbabwe	2	-	2
England	2	-	2
Scotland	1	-	1
South Africa	5	-	5
U S A	3	-	3
Switzerland	1	-	1
Total	36	0	36

36 participants originally enrolled for the course in 2002/03, 75 percent successfully completed the course. This was the first course and some of the participants from Europe, Mexico and USA were not able to continue with the second phase of the course and so did not complete the course.

Tft Course Participants Country Statistics 2004 – 2005

Country	Participants		
	Female	Male	Total
Nigeria	5	-	5
Uganda	4	-	4
Kenya	5	-	5
Tanzania	4	-	4
Rwanda	3	-	3
Angola	3	-	3
India	4	-	4
South Africa	5	-	5
Zimbabwe	3	-	3
Totals	36	-	36

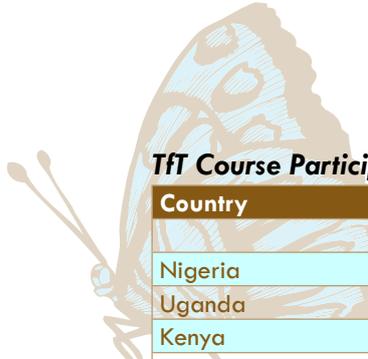
Out of the 36 participants enrolled in 2004/05, 94 percent completed the course successfully. This second Tft course was adapted and improved using recommendations from the first course. Participants for this course were recruited from well established civil society organizations with credible records in development work.

Tft Course Participants Country Statistics 2005 – 2006

Country	Participants		
	Female	Male	Total
South Africa	18	10	28
Zimbabwe	2	-	2
Swaziland	2	1	3
Totals	22	11	33

This course was run specifically for South African development workers. Out of the 33 participants enrolled for this period only 69 percent successfully completed the course.





TfT Course Participants Country Statistics 2007 – 2008

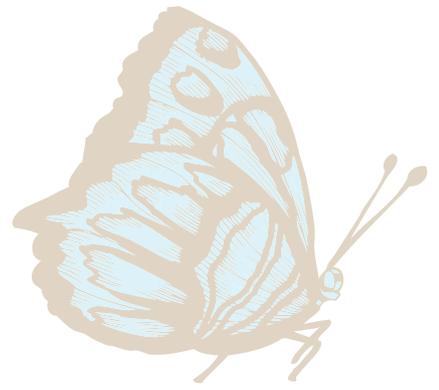
Country	Participants		
	Female	Male	Total
Nigeria	4	-	4
Uganda	5	-	5
Kenya	6	-	6
Tanzania	2	-	2
Rwanda	3	-	3
India	3	-	3
South Africa	7	-	7
Zimbabwe	3	-	3
Totals	38	-	38

Out of 38 enrolled participants, 81 percent completed the course successfully. Participants were drawn from well established civil society organizations. Many were mature and experienced candidates who were referred by participants from the previous courses.

A number of factors contributed to the low completion rate for the 2005 – 2006 course. The course was run specifically for South African development workers. Short one-week workshops were held in each province prior to the long-term course to introduce organisations to TfT and these were attended by mature and experienced participants. However, participants sent to the longer residential course lacked the work experience and educational background to be able to engage fully with the course materials. Many also struggled to apply themselves to the work ethic the course demands. In addition this was the only year that TfT course enrolled male participants. Gender power dynamics were often manifested during the sessions between male and female participants, as male participants tended to dominate discussions in ways that inhibited female learners.

In summary, 143 participants enrolled for the TfT course from 2002 -2008 (92% female; 8% male) from 17 different countries. 115 participants (80%) successfully completed the course (93% female; 7% male). 45 participants were drawn from South Africa, the host country. 15 participants were drawn from Uganda, 11 from Kenya, 10 from Rwanda and Zimbabwe and 9 each from Tanzania, Nigeria and India.







2 PARTICIPATORY IMPACT ASSESSMENT PROCESS

After six years of implementing the Tft course, the Grail Board and staff agreed to devote six months to investigating what the preliminary results of the programme have been. Many in development circles believe that the impact of community leadership training materializes after 5-10 years. In carrying out the exercise, it was anticipated that valuable lessons to guide the future design and implementation of Tft courses would be gained.

2.1 Objectives of the process

The overall objective of the impact assessment process was therefore, to gauge the impact of the Tft long-term course. The process was designed to determine the impact at three levels:

1. **Course graduates:** examine any evidence of personal growth such as self-esteem, levels of creativity, capacity to innovate, adoption of new responsibilities, willingness to take risks
2. **Sending Organizations:** examine the influence the Tft graduates have had on the strategies and methods used by their organizations
3. **Local Communities:** investigate communities' levels of consciousness evidenced by new initiatives that address their needs and levels of participation in local government, or capacity to lobby and advocate on issues that affect them most.

A 10 day workshop was organised by the Tft programme to design the process. It brought together a group of 12 people including Tft facilitators, donors, graduates and experts on participatory evaluation to share experiences and draw lessons from best practices of participatory evaluation processes in Asia and Africa. This workshop resulted in three sets of research questions: for the graduates, organizations and communities in the form of questionnaires, interview schedules, reflection questions.

2.2 Methodology

The impact assessment team comprised two senior facilitators knowledgeable in the Tft course methodologies and three Tft course graduates located in East Africa to cover Uganda, Rwanda and Kenya.

Questionnaires were sent by e mail or telephone to as many graduates as could be reached in all countries.

In depth face to face discussions with graduates, sending organisations and communities were undertaken in four countries: Rwanda, South Africa (three provinces); Uganda and Zimbabwe. These countries were selected based on the following factors:

- Distance and expense of travel
- Countries or areas where organisations sent more than one participant
- Personnel being available in the country who were well versed in the Training for Transformation methods and could dedicate one-month to doing face-to-face interviews with graduates, their organizational director and communities

2.3 Limitations

Geographic Spread of Tft Graduates - In reviewing the geographic areas from which participants came, it was clear that it would not be possible to have face-to-face discussions with all the participants, their organisations, or the communities with whom they have worked. Instead a sample was chosen.

Finance: The financial resources for the process were limited due to untimely withdrawal by Kellogg Foundation who closed their offices in South Africa and left this programme with one-third less resources. The geographic coverage was thereafter selected to maximize the results based on the roles and scope of the organizations that participated in the course.

In addition to the above financial constraints also limited the interface between team members in Southern Africa and team members in East Africa.

Communications: The Tft programme has had limited follow-up with past participants, especially those from the first two international courses [2002-2004]. As a result numerous e-mails bounced back as graduates had moved on to other organizations or changed their addresses. This reduced the size of the research group.







3 MAJOR FINDINGS

3.1 Graduates

*A way of believing and valuing
A way of seeing
A way of understanding
A way of working
A way of relating
A way of being*

- Frank Naughton



All 65 of the graduates who participated in the impact assessment process saw themselves as people with new ways of 'being', 'seeing' and 'working'.

Out of 143 participants enrolled for the Tft courses between 2002 and 2008, 80 per cent completed their course successfully. 58 per cent of these graduates (65) participated in the impact assessment process. 31 graduates completed the questionnaire by e mail or telephone and 34 were interviewed face to face. Graduates selected for face to face interview were from strategic organizations that were reachable within budgetary limitations. The teams travelled to meet these graduates in their organizations and in some cases travelled to meet the communities with whom they had been working.

The following key reflective questions were posed to graduate interviewees

1. Where were you before you worked for the organization that sent you to Tft and what was your role there?
2. What do you consider to be the key learnings and the key tools that you got from Tft? [Give examples]
3. What are some of the new competences [new ways of doing] that you got from Tft? [Give examples]
4. What are some of the problems you have experienced when applying Tft methods?
5. What adjustments does Tft need to make to meet the needs of its graduates? [Think about how you could be more effective in your work using Tft]
6. Do you have contact with other Tft graduates? Yes/No
7. How in your opinion should Tft graduates support each other in their work?

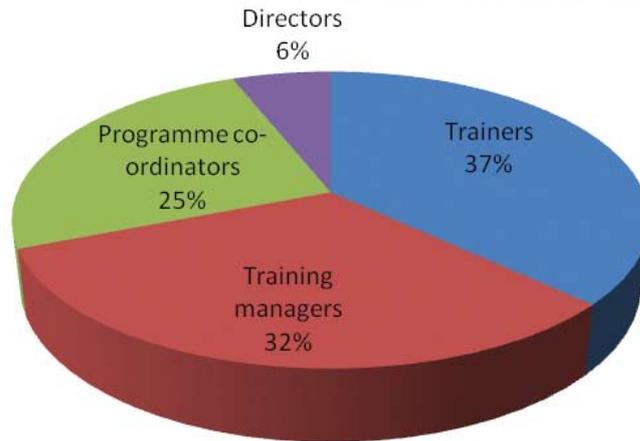




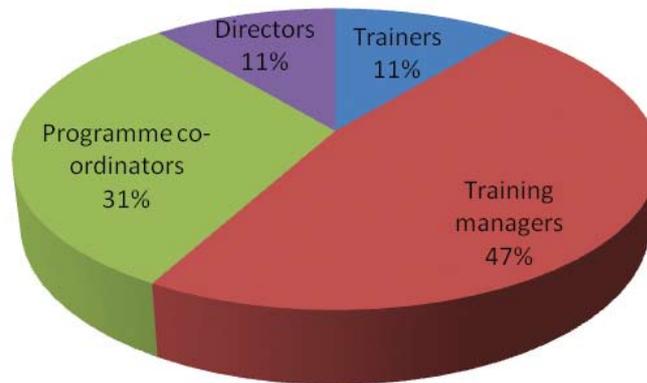
Graduates Roles before and after Tft

There were very significant changes in the roles that most graduates played in their organizations before and after Tft course. Below is a table that gives an overview of these roles.

Roles before the course



Roles after the course



Of the 65 graduates interviewed 57 (89%) were promoted to new positions (as directors, coordinators of training, programmes officers and senior trainers) with greater responsibilities in their organizations following the course. The largest group of course participants came as Trainers (37%). Only 11% remained in this role when the impact assessment was carried out. 63 per cent of the graduates were in leadership positions before the Tft course. This number increased to 89 per cent after the course. The number of training managers increased from 32 per cent before to 47 per cent after the course.



The most common reason graduates gave for their promotion was 'higher self-esteem'. Graduates explained that they are now very conscious of who they are and what they are capable of. This 'high self-esteem' made them visible to others in their families, organizations and in the communities in which they work and resulted in them being asked to take on new roles in their organizations. Some of the phrases they used were, 'I understand myself better', 'the more I am visible to myself the more I am visible to the others.' 'I am a good trainer and I know that too.' For people that come from a culture of subjugation by family or clan, especially women, these phrases indicate remarkable levels of self awareness and self confidence.

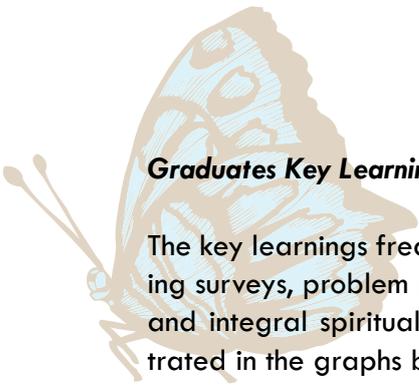
"The knowledge of personality types has remained with me. I recognize that we are each different and beautiful. I appreciate differences and I think I am less judging of others and more forgiving of myself." Rosette, Uganda

The overwhelming change in roles achieved by TfT graduates is evidence that one of the goals of the course, 'enabling a new level of leadership in development education field that is grounded in theory and practice', has been achieved.



Priscilla Erasmus a graduate from the 2004 course worked for 6 years in The Grail Community Development in Overberg District. During these years she trained more than 40 change agents many of whom became leaders representing their communities in decision making structures at local government level. In 2009 Priscilla moved on to work in an Extra Mural Education Programme to promote participatory education processes in schools in the same areas of the Overberg district. The new job allows her to use comprehensive TfT approach to deepen her work with communities to improve education and combat drug and substance abuse in schools.

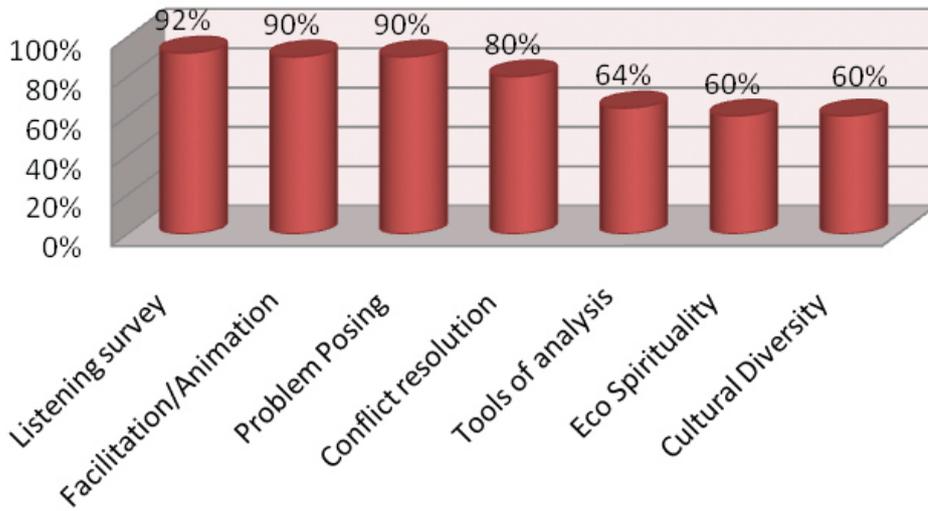




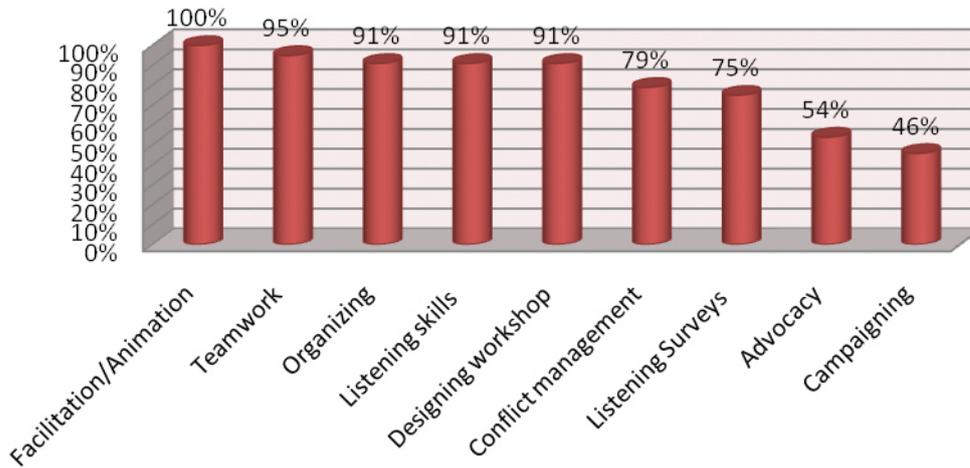
Graduates Key Learnings and Most Frequently Used Tools

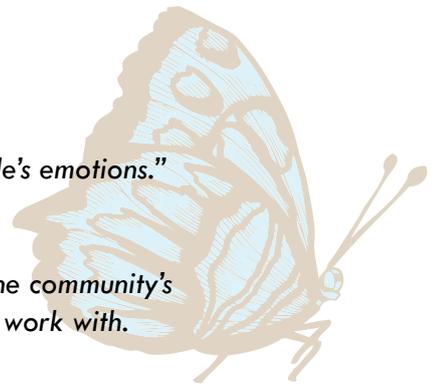
The key learnings frequently mentioned by graduates include: Facilitation, animation, listening surveys, problem posing tools, lobby and advocacy, conflict resolution, cultural diversity and integral spirituality were articulated as the key learnings by the graduates as illustrated in the graphs below.

Face to face interviews



Telephonic interviews





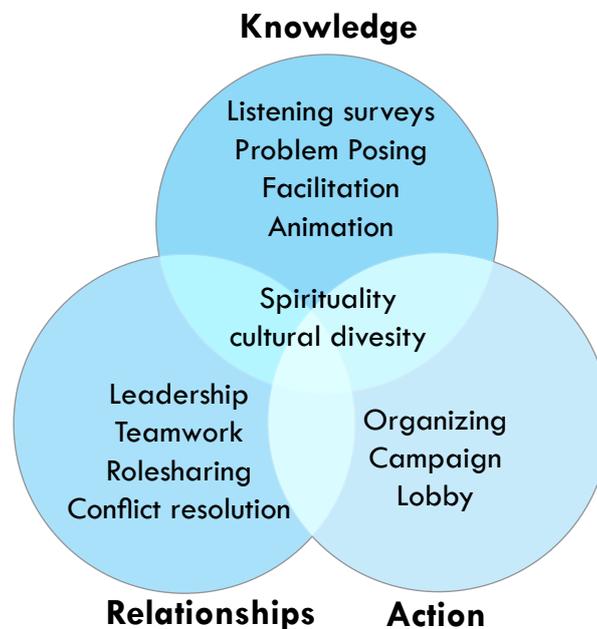
*“The listening surveys help us design codes that tap on people’s emotions.”
- Nolufefe, South Africa*

*My facilitation skills are highly improved and I now respect the community’s knowledge, this helps me to learn more from the people I work with.
- Adelaide, Zimbabwe*

“Before I did TtT I was struggling to design a workshop. Now I train others and enjoy designing workshops.” - Francesca, Zimbabwe

*“Using campaign and advocacy tools we organized and campaigned for improved living conditions in the informal settlements in Hermanus and Kleinmond.”
- Thobekile South Africa*

It is useful to consider the key learnings in three clusters, knowledge and skills, relationships or emotions and action for change or in simpler terms the hand, the head and the heart.



First cluster, knowledge and skills [the head], TtT methods, these include facilitation animation, problem posing tools and listening surveys.

Second cluster, relationships/emotions [the heart], these include teambuilding, advocacy, leadership and role sharing mainly needed for applying the methodology.

Third cluster, action for change [the hand], these include, lobbying, advocacy and organizing for transformation.

Apart from the three clusters, the diagram also emphasises that spirituality and cultural diversity are core values of TtT. Integral spirituality was cited as a core learning that enabled graduates remain grounded in the TtT values such as respect for life, commitment to social justice and religious tolerance.



Key Tools applied by graduates	%
Problem posing for introducing discussions on generative themes	100%
Facts, Issues, Option and Decision for conflict resolution	80%
Wheel of Fundamental Human Needs –understanding development	80%
Three Story Building –economic literacy	70%
Trust Building Tool	67%
Rural Money Game – economic literacy	60%
Teambuilding giving and receiving feedback	60%
Simulation games such as star power- understanding production and profit making	40%
Dynamic Model: Simple political and economic analytical tools	40%

One of the major concepts brought forward by Freire (1970) is that problem posing is an effective tool in helping the oppressed understand the conditions of the world in which they live encouraging them to partake in processes to liberate themselves. All graduates cited ‘problem posing’, as the most effective tool, both in their community work and in the organizations.

“Problem posing tools are the most effective ways of getting communities to participate in issues that affect them and take action to change their situation for the better.” Nobuntu, South Africa

In South Africa and Zimbabwe, while tools such as problem posing and trust building were mentioned readily, some of graduates struggled to remember the names of other tools and described the process after which the assessment team named the tool referred to. This was mostly the case with the conflict resolution tool ‘Facts, Issues, Option and Decision.’

How the learning impacted on Graduates

Graduates were asked to articulate the key shifts that they experienced in their personal lives because of the Tft course and draw symbols to represent this growth. Most frequently mentioned were: self-esteem; speaking in public; creating personal goals and reading more

Self-esteem was mentioned most often and described as ‘understanding’ the ‘self’ and the potential from within. This new awakening is rooted in the skills and competences acquired through the Tft course. Self-esteem is discussed by Donal Dorr (2007)¹. He suggests that when people reach the level of actualising the spiritual values they have a sense of ‘inner peace’, a sense of ‘meaning for life’ and a sense of ‘personal purpose’ or ‘vocation.’

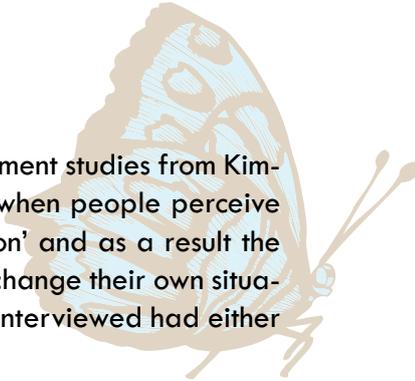


One of the striking symbols drawn by the graduates was a **cocoon** and a **butterfly**. Before the Tft course graduates pointed out that they were like **caterpillars**, the course assisted them to weave their **cocoons** after which they came out as **butterflies** that are now flying in their organizations and communities.

Many graduates noted that the course inspired them to read and write more. For instance, in Uganda six out of ten graduates from the first two courses 2002- 2004 went on to further

¹ Donal Dorr’ facilitates spirituality in the Tft course. Through his facilitation participants realise that development is a spiritual calling.





their studies. Three obtained BAs and three obtained MAs in development studies from Kimmage Development Studies Centre in Ireland. Freire suggests that when people perceive education as a practice of freedom they gain 'critical conscientization' and as a result the person becomes aware of themselves and the potential they have to change their own situation. In South Africa and Zimbabwe 80 percent of the 21 graduates interviewed had either completed some additional studies or are still studying.

In Rwanda in addition to further studies undertaken, five out of the eight graduates simplified and produced materials in local languages suitable for the communities they work with. The materials they produced covered diverse topics such as: Family law; Peace building; Domestic violence; Delta training special manual; Gender; Entrepreneurship.

The conclusion is that the Tft course enables participants to join their heads, hearts and hands boosting their 'self-esteem.' This increased self-esteem is underlined as one of the major outcomes of the Tft course curriculum.

"I was so shy such that I always found it difficult to speak in public. Because of this shyness people hardly noticed me. I was invisible to myself and to others. That visioning exercise helped me to get in touch with myself. I realise that the more I am aware of myself the more others recognize me." Pema, Zimbabwe

Challenges Graduates encountered

Community Apathy was expressed as a major challenge in implementing the Tft methodology by the graduates from South Africa. Apartheid education was designed to train black and coloured people to be of service to the white South Africans. Graduates working in these communities expressed difficulties in getting communities to take action.

"Freire's methodology is based on people's participation. This is quite a challenge for us in South Africa with communities that are coming from Apartheid where they were not even allowed to question things. It is a struggle to convince the communities to take action especially when the initiative takes long to be actualized. There is need to explore means to redress this problem." Priscilla, South Africa

Although the tools of analysis were commended as strategic, graduates from Zimbabwe urged that such tools needed to be simplified to use in the communities.

Graduates that were not in positions of power within their organizations stated that there was limited space to bring in new ways of working as 'things continued to be as they were before'.

Graduates' Recommendations

1. Graduates expressed satisfaction with the course in general. They made some recommendations as to how the course could be improved as follows:
2. **Simplify tools of analysis** and make them easily applicable at community level.
3. **Follow up** with graduates after the Tft course in order to sustain motivation and develop stronger linkages.
4. Provide **refresher programmes** facilitated by Tft staff in different countries.
5. Develop a **website** for those with access where people can share experiences and ideas.



3.2 Organizations

106 organizations sent staff members to participate in the TtT course between 2002 and 2008. 18 organizations were consulted during the participatory impact assessment process. These were selected on the basis of the scope of their work and their accessibility given the budgetary constraints of the process.

Of the organizations consulted, 33% had provincial scope, 50% were national organizations and 17% were district or local level organizations. 6 of the organizations consulted focus on Human rights and leadership training. 5 on Sustainable livelihoods, 2 on Peace building, 2 on HIV and AIDS, 1 on Gender awareness and girl child abuse, 1 on Community development and 1 on Local Government.

Organizations scope and focus

Country	Organization	Scope	Focus
South Africa (7)	AID Response	Provincial	HIV/AIDS
	Women's Leadership Training	Provincial	Leadership and gender awareness, child abuse
	Imbumbayo Cooperative	Local	Sustainable livelihoods and Food security
	We Can	Local	Community healing
	Nelson Mandela Institute	National	Education
	The Department of Correctional Services	Provincial	Prisons
	The Grail Centre	District	Community Development Leadership Training
Zimbabwe (5)	Africa Community Publishing	National	Local governance, peace building, leadership training
	Civic Education Network	National	Civic education
	Silveira House	National	Human rights, leadership training and peace building
	Community Working Group on Health	National	HIV/AIDS
	Self Help Development Foundation	National	Skills training and food security
Rwanda (4)	BENISHYAKA- Engaged Persons	National	Human rights for widows and orphans
	COCOF- Women's Consultative Committee	Regional	Justice and peace building
	DUTERIMBERE-Women Forward	National	Entrepreneurship
	ADTS Association for Development and Social Transformation	National	Community Development Training
Uganda ² (2)	Kiovu Mobile Aids Organization	Regional	HIV/AIDS
	Bununji Women's Development Association	Regional	Poverty—Income generating project 'food security'.

According to the table all the organizations that participated in IAP work in areas of civic education and participation in local government promoting 'political freedom' and democ-

² The Ugandan facilitator did not interview the organizations from the last international TtT course [2007-2008) as there had not been time for impact to show at organisational or community level.



racy, sustainable livelihoods promoting 'economic freedoms', service delivery water and sanitation, building schools promoting 'social freedoms'.

By suggestion that freedom is a basis for development Amartya Sen (1999) brings forward a perception that speaks to the work of TfT. In the first volume of the TfT books these instrumental freedoms articulated under the auspices of Fundamental Human Needs³. These needs are summarised in three segments that complement Sen's notion, 'to have' social opportunities to do economic growth, 'to be' political freedoms and democracy.

The following Key reflective questions were posed to Directors of organisations

1. What do you consider to be the most important role of your organization?
2. How has TfT impacted on the work of your organization? What are the positive and negative aspects? [give examples]
3. Did TfT have impact on your other staff? If so how? If not, Why? [Give examples]
4. Is the TfT methodology considered controversial in your work? Why? How have you responded to that?
5. How often is TfT methodology/approach used in your organization?
6. In what ways could TfT continue to support the work of your organisation?

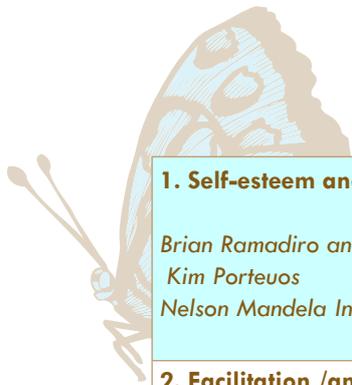
All the 18 organizations that participated in impact assessment were registered as non profit organizations. They all operated on funds raised from donor partners within their countries and abroad. Organisations in Zimbabwe were finding that funding was a challenge as donors were said to be waiting for the environment to change. As a result some of the organizations consulted had suspended their outreach programmes and so it was difficult to meet with communities.

Impact on the organizations

All the directors interviewed described how the graduates had developed new competences and more confidence to take on new responsibilities following the TfT course. They related how the graduates had returned with outstanding training skills and had improved communication skills. The following list summarises the attributes noted in the graduates following the course and provides some illustrative quotations from directors:

³ The Wheel of Fundamental Human needs consist of, subsistence - shelter, water, fuel, and food. Protection, affection, participation, idleness, identity, creation and understanding





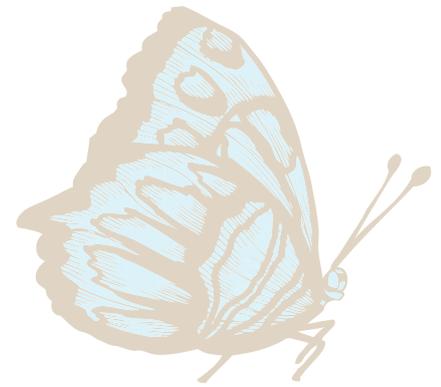
<p>1. Self-esteem and confidence</p> <p>Brian Ramadiro and Kim Porteuos Nelson Mandela Institute</p>	<p><i>“TfT enhanced the leadership qualities in Nobuntu. In fact, there are very few people like her, who are capable of combining the intellect and work on the ground with both ethics and commitment.”</i></p>
<p>2. Facilitation /animation skills</p> <p>Nomafu, Department of Correctional Services South Africa</p>	<p><i>“Nosipho brought a new way of communication and facilitation that has added value in our work.”</i></p>
<p>3. Analytical capacity</p>	<p>CIVNET in Zimbabwe acknowledged the dynamic model and understanding levels of conscious as the most important tools that the graduate brought into. Using these strategic tools the organization is able to analyse the communities’ abilities to challenge the local government and demand participation in decision making processes.</p>
<p>4. Ability to question</p> <p>Kathy Bond-Stewart, ACPDT, Zimbabwe</p>	<p><i>“Debates became deeper and more intellectual in the organisation upon their return from the course. They question things more and challenge the systems and process to be more transparent.”</i></p>
<p>5. Effective communication skills</p> <p>Nomafu Department of Correctional Services South Africa</p>	<p><i>‘communicating in ways that build relationship’ ‘very engaging and stimulating others’.</i></p>
<p>6. Willingness to volunteer for new tasks/ responsibilities</p> <p>Fr. David Harold Burry , Silveira House Zimbabwe</p>	<p><i>“Although we have been applying TfT methods in our training for 20 years, the one thing that the course achieves that we have never achieved in all these years is the boosting of the individual’s self-esteem. The course injected new energy in the participants</i></p>

Out of the 18 organizations interviewed 7 had historical links with TfT. These are: Silveira House⁴, Africa Community Publishing [ACPDT], Civic Educators Network [CIVNET] in Zimbabwe, We Can, AIDS Response and The Grail Community Development Programme in South Africa, Association for Development Training and Social Transformation [ADTS] which evolved from DELTA in Rwanda. For these organizations TfT is the natural way of training. The Women’s Leadership Training [WLTP] in Kwazulu Natal South Africa was initiated by Grail members and TfT methods are used in its training programmes.

In the remaining organizations the methodology was introduced by the TfT course graduates. For instance, in Uganda the Busia Association of Women Producers BUWOPA adopted TfT methods when the returning graduate became the administrative manager. The ripple effect of the TfT course can be seen in the numbers of trainers trained by course graduates in Rwanda, South Africa and Zimbabwe following their course.

⁴ Silveira House has been the centre for TfT for the past 20 years in Zimbabwe.





Country	No. of groups trained	No of trainers Trained
Rwanda	8	125
Zimbabwe	8	40
South Africa	4	100
Total	20	265

This table demonstrates that the graduates passed on the training to community activists who in turn deepened the work of their organizations at community level. Organizations that are networked have a ripple effect not only in their constituencies, but also in other organizations they network with. Such is the case of CIVNET, Silveira House and ACPDT all from Zimbabwe. These organizations train trainers for other civil society organizations and so multiply the number of beneficiaries impacted by their work each year.

Through The Grail Centre Trust's 'Community Development Programme' in **South Africa**, more than 100 change agents have been trained in the past five years. Some of these change agents are local councillors, some are employed in local government, and three are now Tft course graduates and employed by The Grail Centre.

In **Zimbabwe** the ACPD Leadership Training Programme was deepened by the new skills the graduate brought into the organization so that the organization is now one of leading players in community peace building and healing following post election violence.

In **Rwanda** Graduates have spearheaded the production of training modules used for community conscientization on diverse issues such as :

1. DELTA training special manual
2. Poverty reduction training book
3. Women know your capacity and build yourself
4. Education and being educated
5. Being Entrepreneurial
6. Fight against domestic violence
7. Let's understand family law
8. Unity and reconciliation

The manuals were published in local languages to maximise utilization in the communities.

In **Uganda** Tft was identified as a key methodology not only for training, but also for managing the organizations. One of the graduates in Uganda who coordinates gender at regional level commented that, "*Tft breaths new life in the organization.*" Josephine, Uganda

Responding to the question of whether the methodology was considered politically risky, 16 out of the 18 organizations expressed no concern. On the other hand, CIVNET and ACPDT both from Zimbabwe emphasized that the methodology is frowned upon by the authorities because it encourages people to challenge their power.





Recommendation from organizations

1. All organizations expressed concern with the long period of time that core members of staff have to spend away from work during the TfT course. In organizations with few staff members, the programmes were said to be practically suspended until the staff member got back from the course. Participants are overwhelmed by work demands and assignments during their home phases. Shorter TfT courses were recommended by all organizations interviewed.
2. Communication between sending organisations and TfT staff is weak and needs improvement. Most of the directors interviewed related that they did not know how to support graduates during their home phases. More regular correspondence between the TfT programme and the sending organizations outlining the areas of support required would be appreciated.

“We pay salaries for our staff while they are on the course, as such we would appreciate more communication from the course with regards to the outcomes while they are on field placements so that we put mechanisms in place to support them.” - Marylyn Aitken, WLTP South Africa

3. Graduation should not be a cut off point. Ways of maintaining communication between the graduates following the course could benefit all the stakeholders. Short ‘Think Wells’ for the directors and mentors and refresher courses for the graduates were recommended.

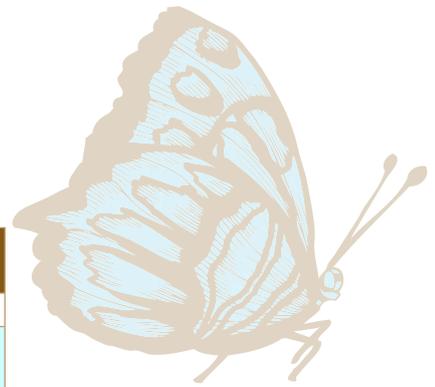
3.3 Communities

*Where matter is favourable life emerges
Where life is favourable mind emerges
Where mind is favourable soul emerges
Where soul is favourable spirit emerges
- Ken Wilber*

Community impact is a critical element in assessing the effectiveness and relevance of the course, but also in drawing lessons for future of TfT courses. To measure the impact of the graduates’ work at community level, 16 community sessions were held with 342 community members. These sessions were organised by 11 organizations

Nine of the communities consulted were in South Africa where the impact assessment team had easier access, 4 were in Zimbabwe, 2 were in Rwanda and 1 was in Uganda as summarised in the table below:





Community group statistics

Country	Organization	Community groups	Attendance
South Africa	5	9	168
Rwanda [waiting for statistics]	3	2	50
Zimbabwe	2	4	104
Uganda	1	1	20
Total	11	16	342

The following key Reflection questions were discussed with communities:

1. Relate the history and purpose of this group/ community
2. How has working with the Tft assisted you in tackling the issues that affect people in your communities? [Give examples]
3. Since you started working with [name the person] do you think there is a difference in your community? How do you know? [Give examples]

The key methodologies used during community discussions were focus group discussion, the problem posing tool, namely the river code. The three-story building was used to analyse the communities' socio-economic and political environment.

One third of the community groups consulted were initiated by graduates after the course, many of these were in South Africa. So, while South African participants did not all demonstrate strong intellectualism or analytical capacity during the Tft course, they proved very well able to implement practically at a local level.

Communities consulted were engaged around 8 issues;

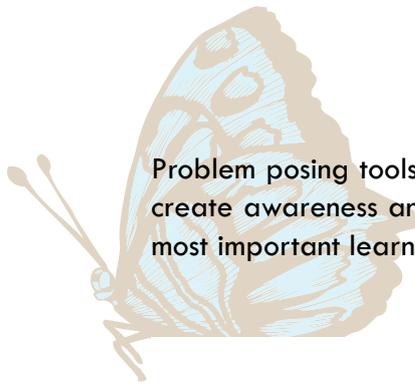
1. Sustainable livelihoods
2. Food security
3. Service delivery
4. Education,
5. Drug and substance abuse
6. HIV and AIDS, Home based care
7. Participation in local government
8. Micro credit schemes

In the informal settlements of Overhills and Zwelihle in Hermanus, communities successfully lobbied for

- Waste management
- Sewage repair
- Low income housing
- Transport to take children to school
- Electricity, water and sanitation

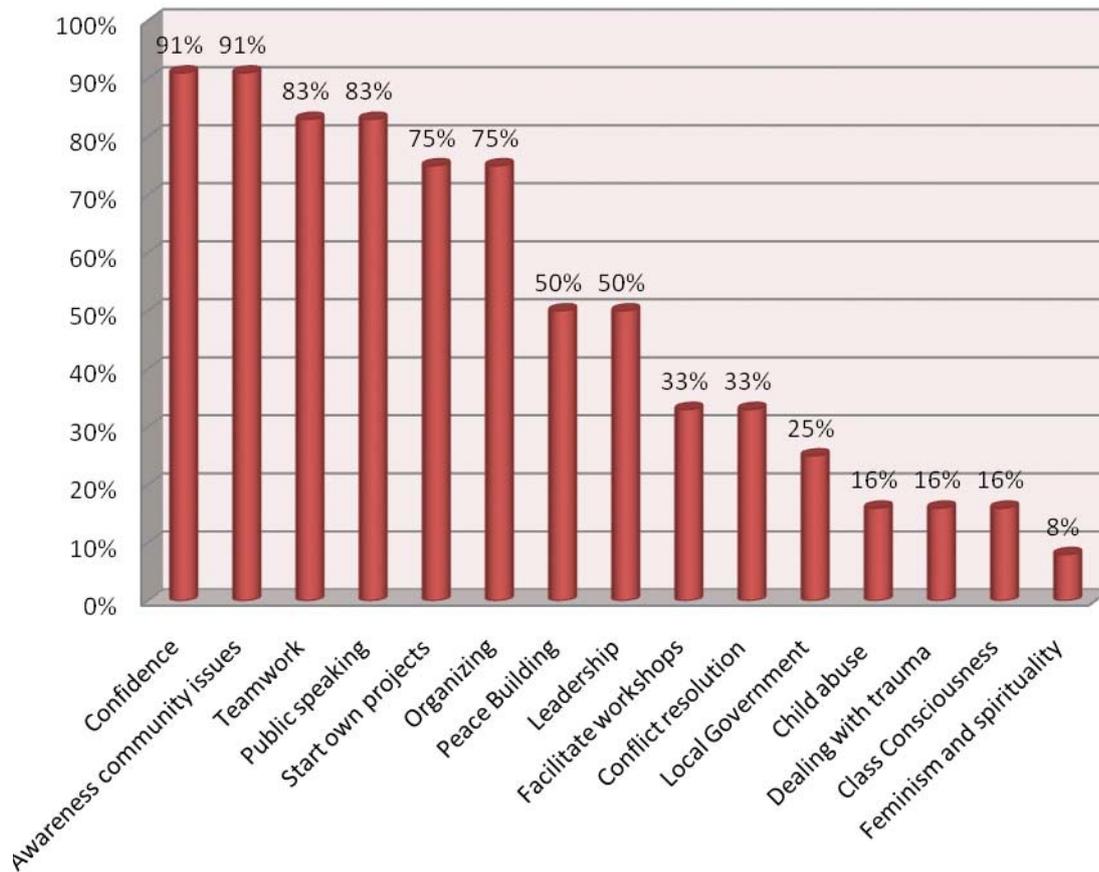
Community groups commended the work of the graduates as, 'empowering so that we can do things for ourselves' 'showing us the way' 'we are no longer beggars'. Analysing the data we realised that the communities that are not struggling to survive are also the communities that are participating in decision making structures and processes at local level. For example, the groups that we visited in Zimbabwe that work with Community Publishing were local leaders representing their communities, at ward and district levels.





Problem posing tools were used with communities to assess the tools used by graduates to create awareness and to identify new interventions emanating from the programmes. The most important learnings expressed by community groups were;

Community Key Learnings



The above graph illustrates that the graduates were able to apply key learnings from the TtT course in their communities. The self esteem gained by graduates was passed on to communities.

“The training helped us become organized and confident and able to speak in public. Now we go to national and international meetings representing our group.” - BUWOPA Uganda

“Through the training I became confident to contest against men in my ward. Now I am a councillor and I am in charge of The District Local Development programmes.” - Amanda, ACPDT, Zimbabwe

Each group was asked to mention the most useful tools they learnt from the graduates. The main tools the groups mentioned according the groups’ order of importance were;



1. Problem posing
2. Listening surveys
3. Organizing
4. Three story building
5. The dynamic model
6. Sociogramme

“Loreta helped me to deal with pain by doing something to make a difference in my communities. I went home and formed a group for physical challenged women and we help each other.” Muriel, We Can, South Africa

“The best that we got from working with Thobekile is organizing. We organized people here and we control the times of shebeen operations. The act of regulating shebeens reduced crime in our area. We also got the municipality to deliver more toilets, restoring our dignity.” Sizwe, Zwelihle community, the Grail Community Development programme, South Africa

Problem posing and listening surveys which are the basic tools of TtT were most often mentioned. The correlation between the graduates’ key learnings and tools with the community confirms the effectiveness of the course.

Indicators such as community representation in local government structures, initiatives that assisted people to get access to services such as water, electricity were among the key achievements in the communities visited.

The level at which an organisation is operating has a bearing on the type of outputs that can be expected from communities. For instance, WLTP works with pre-teen and teenage groups in Kwazulu Natal and activities are confined within village boundaries or townships. A number of the Zimbabwean organisations are national or have strong links to national organisation. Silveira House operating in Harare and Marange is connected to The Zimbabwe Women’s Bureau and Farmer’s Union respectively. The local farmers are also connected to the Food and Agricultural Organization. Within this network or players, the role of the TtT graduates from Silveira House is to facilitate and help the groups to critically analyse their situation and take action. This creates a ripple effect across many organisations.

Discussion sessions with communities brought home to the assessment team the potential outreach and ripple effect of the Training for Transformation Course. The skills and methods taught on the TtT course had reached down to community level where resulting ‘conscientization’ was taking place. A snap survey of the number of beneficiaries of a sample of the organisations visited is provided in the table below. The potential reach of the TtT course through just 7 of the organisations visited totalled 2,950,500

Organizations beneficiaries and activities

Country	Organization	Beneficiaries Per annum
South Africa	Nelson Mandela Institute [Eastern Cape]	728,000
	The Grail Community Development Programme	46,500
Zimbabwe	Africa Community Publishing	928,000 ⁵
	Silveira House	800,000 ⁶
	Civic Education Network	400,000 ⁷
Rwanda	ADTS	6,000
Uganda	Kamwokya Christian Caring Community	42,000
Total		2,950,500

5. This number is achieved through the distribution of books and the training that beneficiaries from other organizations receive from the graduate on how to use the books.

6. Silveira House also networks with other organizations as a result they reach out to more beneficiaries

7. CIVNET is a critical organization in civic education in Zimbabwe as a result its network is wide.





4. Conclusions and Recommendations

The conclusions are clustered under the main goals of the Training for Transformation Course:

Goal 1: To enable a new level of leadership in the development education field that is grounded in good theory and practice

There is overwhelming evidence from the data collected that the Training for Transformation course inspires participants to greater heights in their personal lives and in their work lives, thereby creating a new level of leadership in the development field. Graduates adopted new ways of seeing, understanding, working, relating and being.

- Out of the 64 graduates interviewed, 89 percent were promoted to positions of power in their organizations.
- In South Africa, Rwanda and Zimbabwe graduates went on to train another 342 facilitators thereby spreading the possibilities Tft offers to a wider group.

While recognising the power of the course in strengthening their staff members' skills and abilities, organizations find it difficult that core staff must spend lengthy periods away from their communities.

Goal 2: To build skills, insights and abilities of teams, from NGOs and community organizations to empower local self-reliant community development efforts and link these efforts within wider national and global civil society movements

Skills, insights and abilities developed during the course were related by the graduates and their organisations. These skills had been used to inspire communities towards an empowered approach to the issues that challenge them.

- While Ugandans graduates scored highest in academic advancement, South African graduates were very practical in their application of their new learnings. In Rwanda graduates produced publications in local languages to share the Tft methodology across a variety of community issues.
- Although the study did not have means of verification, the work of the Tft graduates is impacting on sizably large numbers of beneficiaries, especially those organizations responding to immediate needs.
- Smaller organisations operating at very local levels are not yet benefiting from linkages with wider national or global civil society movements particularly in South Africa. However, organisations that have been established longer in Zimbabwe, Rwanda and Uganda are linked to a variety of networks and this strengthens their impact, particularly in Zimbabwe where political space is restricted.

Goal 3: To build confidence, knowledge and skills of teams to work with communities and challenge local and national governments to ensure macro economic policies that are to the advantage of the marginalized.

Consultations with organisations and community groups proved that the capacity and skills imparted to course participants were indeed put to work in communities. Communities visited could describe Tft methods and tools they were familiar with and could describe com-



community actions taken as a result of the graduate's intervention. For example:

- Some community members were encouraged to participate in local government and were elected into local government decision making committees.
- Communities visited during the impact assessment process demonstrated the ability to organize and embark on livelihoods or food security projects. Other community groups were working to tackle negative behaviours amount their youth such as drugs and substance abuse.
- Community groups had undertaken successful lobby efforts to win better services from government such as a school bus, better waste management, electricity, housing.

However, it is important to note that the number of community groups visited was limited due to budgetary constraints and the selection of communities was undertaken by the organisations rather than the assessment team.

The main recommendations from the assessment are as follows:

1. Reconsider the length of time the course requires participants to be in residence and therefore away from their organizations in order to attract the appropriate level of participants from NGOs.
2. Consider practical steps within the course to assist graduates tackle high levels of apathy found in communities in South Africa.
3. Simplify critical tools of analysis for applicability at community level.
4. Improve communication between the organizations, mentors and TfT programme. A communiqué clarifying roles would of benefit to all.
5. Maintain some level of communication between TfT programme and graduates after the course. One of the weaknesses of the impact assessment process was that teams could not find some of the graduates as contact details had changed.
6. Explore alternatives for training men or find partner organizations to work with men. At present, the TfT course is mainly offered to women (only 8% were men). Yet male and female development workers work alongside each other in communities.
7. Consider incorporating longitudinal studies of impact in each country as part of on-going TfT course monitoring. The depth and breadth of the process and data gathered (particularly in East Africa) was limited due to budgetary and time constraints.



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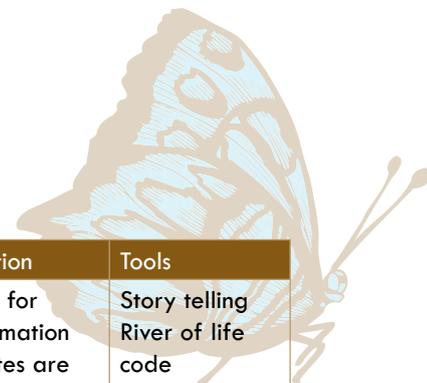


Annex 1 – Course Outline

<p>Phase One [8 weeks]</p> <p>Understanding development –meaning of development for those living on the margins Strategic life management Freire’s approach to adult education; how adults learn and develop cross cultural communities – critical conscientization, facilitation animation, levels of consciousness in relation to social context. Team practice on facilitation and communication skills Steps in applying Freire’s methodology Ecology Spirituality and development Fundamental Human Needs; needs of all communities and how pathologies emerge Understanding Feminism, gender and culture Strategic thinking and planning....choose a research topic</p>	<p>Phase Two Field Work [4months]</p> <p>Conduct surveys on generative themes. Design and facilitate two workshops Meet twice with their mentors Develop the research structure to phase three Write a 4 paged essay every 3 weeks reflection on field work</p>
<p>Phase Three [8 Weeks]</p> <p>Learning to critique field practice Effects of globalization and development on local economies and quality of life New Global ethics and understanding religious traditions Understanding different perspectives of ecological studies Facilitation animation practice Learning Teaching Teams Organizational development, and leadership skills Advocacy and lobbying skills Strategic planning to build alliances locally, nationally and internationally</p>	<p>Phase Four Field work [3months]</p> <p>Facilitate two workshops Meet twice with the mentor Complete the Research Write a 4 paged essay every three weeks reflecting on the field work experiences. Write 10 -14 p course reflection final paper</p>



Annex 2



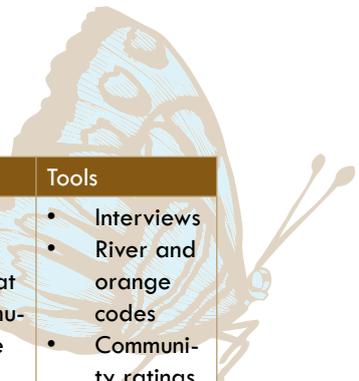
Category	Key Questions	Indicators	Assumption	Tools
INDIVIDUAL	<p>What do you consider to be the most important learnings for you from training for transformation? How have these learning influenced your personal life journey?[tell the story]</p> <p>To what extent have you been able to put the training into practice?</p> <p>What are some of the new competencies that you got from training for transformation? How did the competencies enhance your training skills?</p> <p>What adjustments should training for transformation make to meet the needs of its graduates?</p> <p>What are some of the tools from training for transformation that you have used to create awareness on 'how to' organize, lobby on generative themes in the communities that you work with?</p> <p>What are some of the difficulties you have experienced? In what ways can training for transformation be changed to encounter this?</p> <p>How much time do you spend in your organization using training for transformation methodologies? How does this schedule hinder or enhance the skills you acquired through training for transformation?</p> <p>In your opinion what are the other new ways training for transformation could be made effective in your work?</p> <p>How in your opinion should training for transformation graduate assist each other in their work?</p>	<p>Change in life styles, eating habits, emotional changes through relationships. Intellectual growth through further study</p> <p>Greater awareness and understanding of development through new initiatives in the community that the graduate is actively involved</p> <p>Increased Self-Esteem and confidence and ability to explain activities and processes.</p> <p>Graduate's creativity adaptability to new situations and difficulties. (evidence of new tools developed to use in own work)</p> <p>The graduate assigned more responsibilities in the organization.</p>	<p>Training for transformation graduates are working with the communities</p> <p>Organizations support training for transformation graduates in their work.</p> <p>Training for transformation graduates implemented their learnings in their work</p>	<p>Story telling</p> <p>River of life code</p> <p>Interviews with graduate</p> <p>Ratings</p> <p>Graph</p> <p>Focus group discussions</p> <p>Questionnaires</p> <p>Codes with focus group discussions</p>





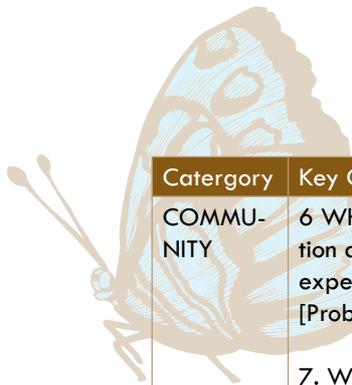
Category	Key Questions	Assumptions	Indicators	Tools
ORGANIZATION	<p>What do you consider to be the most important role of your organization? [probe the history scope of the organization]</p> <p>What are the advantages and disadvantages of sending your staff to Training for Transformation?</p> <p>What was the contribution of the organization to Training for Transformation?</p> <p>In what ways did training for transformation strengthen the work of your organization? What other suggestions do you have for training for transformation course to enhance the capacity of your staff?</p> <p>How is the organization making the best use of training for transformation experience? [Capture direct expressions]</p> <p>How much time does the training for transformation graduate spend applying the skills acquired from the course in the organization? [get supportive evidence e.g. materials produced by the graduates]</p> <p>What else could be done from TFT to support the work of your organization?</p> <p>In what ways has TFT methods impacted on the communication 'giving and receiving feedback' between your organization and the communities you work in?</p> <p>Are there aspects of the work of your organization that are considered controversial? If so what are some of the training for transformation methods used to respond to this problems?</p> <p>What are some of the problems you have experienced when using training for transformation methods with community groups?</p>	<p>Organization mainstreaming training for transformation as the methodology for training</p> <p>Training for transformation graduate training other staff members</p>	<p>The director of the organization will provide and objective</p> <p>Graduate was sent by the organization that they are still working in the organization</p> <p>Director was with the organization when the TFT graduate was sent</p>	<p>Short questionnaire</p> <p>Interviews with director</p> <p>recommended board member/s</p> <p>Time line</p> <p>TFT graduate to get information about the organization before meeting with the organization</p>





Category	Key Questions	Assumption	Indicator	Tools
COMMUNITY	<p>1. Use the river code to open the discussion.</p> <p>2. Key questions for decoding</p> <p>What happened? Why was the first person carried? Why was the second person not carried? In your community who would all these people represent? What would the river represent? [Get examples of community group or project lived experiences] What are the root causes of community problems? [Think about]</p> <ul style="list-style-type: none"> • Who makes decisions on behalf of the community group or project? • What do communities value most about decision making? • What are the local structures that promote or hinder communities' participation in decision making? What has or can be done to promote communities' participation in decision making at local level? <p>3. History of the group-community What is the main purpose of your group? How long has your group been working together? What drives people to work together in your community? [Probe to get examples and emotions]</p> <p>4. What are some of the new ways that help you to work on the issues that affect people most in your community? [Give examples----probe the community to name tools used]</p> <p>5. What are some of the new interventions that your group has experienced? How did these interventions influence your way of working together? [Probe for examples]</p>	<p>That they will be evidence of training for transformation work in the communities?</p> <p>That training for transformation graduates will be accepted and supported for their work in the community by their organizations.</p>	<p>Self help activities in the communities that assist the communities to survive and generate income.</p> <p>Lobby and advocacy on community generative themes by the communities themselves</p> <p>Community structure that demand accountability from local authorities.</p>	<ul style="list-style-type: none"> • Interviews • River and orange codes • Community ratings • River of life • Story telling • Focus group discussions • Questionnaire • Proverbs • Symbols





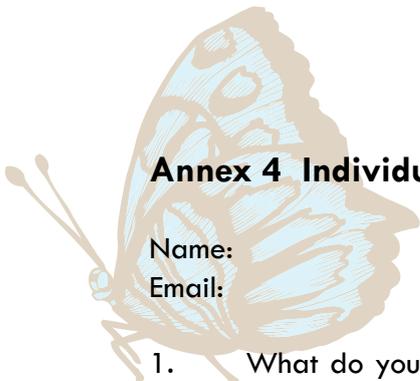
Category	Key Questions	Assumption	Indicator	Tools
COMMUNITY	<p>6. What kind of documented information does the group use? What is your experience of using these documents? [Probe---language etc.]</p> <p>7. Who is more aware of systems and structures of injustice in the community? [use ratings men or women and score 1-5 with five being the highest]</p> <p>8. To what extent were the methods of structural analysis simplified and adapted for use at grassroots level?</p> <p>9. To what extent do you think the assistance you get from the organizations change transform the lives of the members of your group/project? [...probe for examples]</p> <p>10. How does the group or community define the, new way of seeing and doing? How is this new knowledge useful in the community?</p> <p>11. What are the reflection and action processes that assist in your community groups or projects to evaluate your work?</p>			



Annex 3: Questionnaire

Individual	Organization	Community
<p>1. Tell us about yourself where were you before you worked for the organization that sent you to TfT and what was your role there?</p> <p>2. What do you consider to be the key learnings that you got from TfT? [Give examples]</p> <p>3. What are some of the new competences [new ways of doing] that you got from TfT? [Give examples]</p> <p>4. How much have you been able to put the training into practice? [Give examples of new initiatives coming out of your work]</p> <p>5. What are some of the difficulties you have experienced when using TfT methodologies? [Give examples]</p> <p>6. What adjustments does TfT need to make to meet the needs of its graduates? [Think about how you could be more effective in your work using TfT]</p> <p>7. Do you have contact with other TfT graduates? Yes/No How in your opinion should TfT graduates support each other in their work?</p>	<p>1. What do you consider to be the most important role of your organization? What is the name and focus of your organization? How long has it been in operation? What is its legal status?</p> <p>2. How has TfT impacted on the work of your organization? What are the positive and negative aspects? [give examples]</p> <p>3. Did TfT have impact on your other staff? If so how? If not, Why? [Give examples]</p> <p>4. Is the TfT methodology considered controversial in your work? Why? How have you responded to that?</p> <p>5. How often is TfT methodology/approach used in your organization?</p> <p>6. In what ways could TfT continue to support the work of your organisation?</p>	<p>1. History of the organization or group What is the name and purpose of the organization or group? How long has your group been working together? What is the group's legal status?</p> <p>2. Code Use the river code---explain that it is dangerous .etc. [Before the play] What happened? Why was the first person carried? Why was the second person not carried?</p> <p>Real life situation What does the river represent in your community? In your community who would all these people represent? What are the root causes of dependency? [Economic, political and cultural causes] use flip charts</p> <p>Impact 3. How has working with the TfT assisted you in tackling the issues that affect people in your communities? [Give examples]</p> <p>5. Since you started working with [name the person] do you think there is a difference in your community? How do you know? [Give examples]</p>





Annex 4 Individual quantifying questionnaires

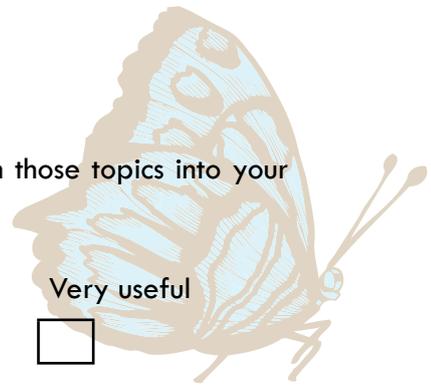
Name:

Email:

1. What do you consider the most important learnings for you from Tft? How have these learning influenced your personal life journey?

	Not useful	Useful	Very useful
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life style management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





2. To what extent have you been able to include your learnings on those topics into your trainings?

	Not useful	Useful	Very useful
Economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What are some of the new competencies that you got from TfT?

Conducting interviews/surveys	<input type="checkbox"/>
Facilitating, Animation	<input type="checkbox"/>
Planning and evaluating	<input type="checkbox"/>
Organizing	<input type="checkbox"/>
Making decisions	<input type="checkbox"/>
Conflict management	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>





Advocacy

Listening skills

Running campaigns

Designing workshops

OTHER

4. How did the competencies enhance your training skills?

5. Is there any additions or changes that the programme needs to make so as to meet the needs of its graduates?

6. What are some of the tools from TfT that you have used to create awareness on 'how to' organize, lobby on generative themes in the communities that you work with?

	Never	Sometimes	Always
River of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wheel of fundamental needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what extent were the methods of structural analysis simplified and adapted for use at grassroots level?

Three story building

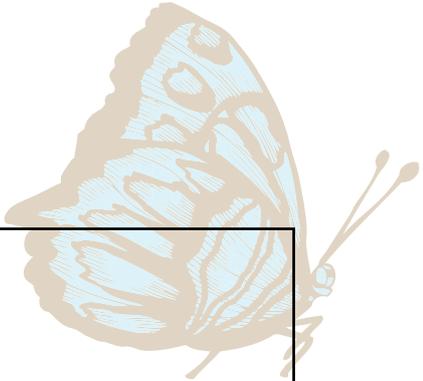
Star power

Rural money game

OTHER



8. What are some of the difficulties you have in your work?



DIFFICULTIES

Personal

Organizational

Community

9. How much time do you spend in the training programmes that you deliver using TfT methodologies?

I'm training

I sometimes train

I never train

10. How does this schedule hinder or enhance the skills you acquired through TfT?

11. In your opinion, in what areas should TfT concentrate in order to be more effective in your work?

Facilitating

Lobbing

Designing

OTHER

12. How in your opinion should TfT graduates assist each other in their work?

Have a website or a blog

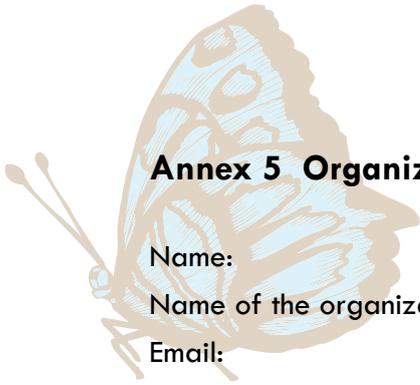
Exchange information (books, new methods, experiences)

Have periodic meetings

Create networks

OTHER





Annex 5 Organization quantifying questionnaire

Name:

Name of the organization:

Email:

1. What do you consider the most important role of your organization? [probe the history scope of the organization]

Human Rights (Civic education, Literacy programmes, Voter education)

Health (HIV/AIDS)

Justice and Peace

Women's Leadership and Gender

Cross-cultural exchange

Environment and Ecology

A Victim Empowerment

Youth

Faith based organization

OTHER

2. What are the advantages and disadvantages of sending your staff to Tft?

3. What was the contribution of the organization to Tft?

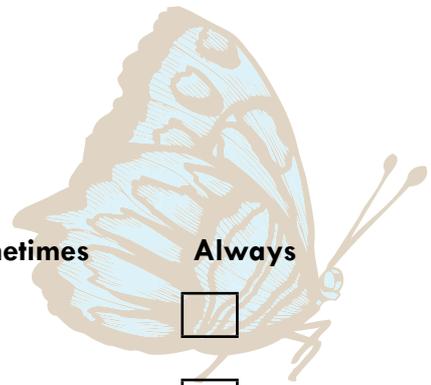
Payment of transportation

Payment part of the training

Contribute by facilitation

OTHER





4. In what ways did Tft strengthen the work of your organization?

	Never	Sometimes	Always
More usage of participatory methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More usage of planning and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity to train other members and volunteers of the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New strategies of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization more transparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What other suggestions do you have for Tft course to enhance the capacity of your staff?

6. How has the organization maximized the potential of the trained members of the staff?

Became coordinator	<input type="checkbox"/>
Produced training material	<input type="checkbox"/>
Designed trainings	<input type="checkbox"/>
OTHER	<input type="checkbox"/>





7. How much time does the Tft graduate spend applying the skills acquired from the course in the organization? [get supportive evidence e.g. materials produced by the graduates]

Never **Sometimes** **Always**

Time applying skills

8. What else could be done from Tft to support the work of your organization?

More training

Refresher training

OTHER

9. In what ways has Tft methods impacted on the communication 'giving and receiving feedback' between your organization and the communities you work in?

The organization is planning with the communities their work

Community work more with the organization

Review process with the communities

OTHER

10. Are there aspects of the work of your organization that are considered controversial? If so what are some of the Tft methods used to respond to this problems?

Conflict resolution

Participatory leadership

Communication

Discussion on organizing and planning

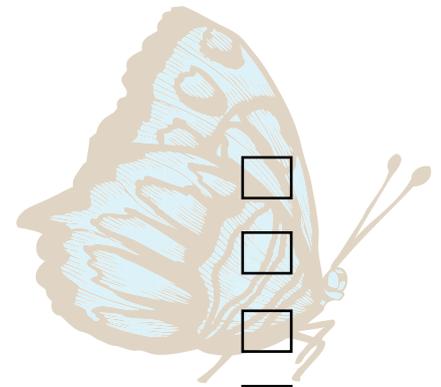


Lobbying and advocacy

Campaign

Animation

OTHER



11. What are some of the problems the organization experienced when using TfT methods with community groups?

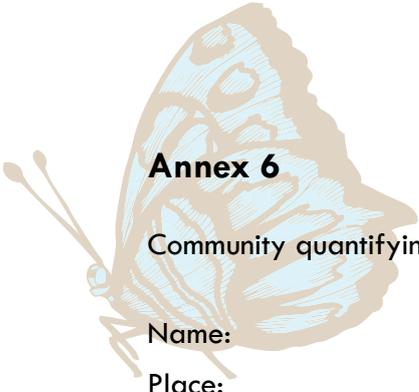
Resistance to change

Less people participate

Threat of the local authorities

OTHER





Annex 6

Community quantifying Questionnaire

Name:

Place:

13. Who makes decisions on behalf of the community group or project?

The comity

The chairperson

We vote

OTHER

14. What do communities value most about decision making?

To be consulted

To vote

To be listened

To have feedback

OTHER

15. What are the local structures that promote or hinder communities' participation in decision making?

Village

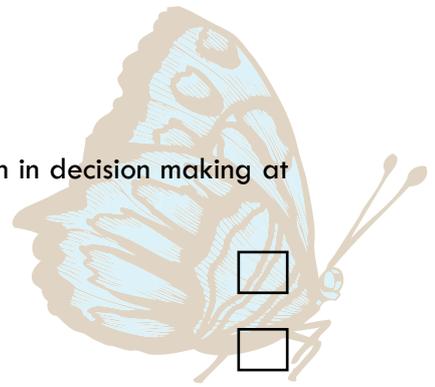
Ward

Municipality

District

OTHER





16. What has or can be done to promote communities' participation in decision making at local level?

To get elected in the structures

To have equal gender representation in the structures

To have intergenerational representation

To have community consultative forums

OTHER

17. What are some of the new ways that help you to work on the issues that affect people most in your community?

Workshops

Petitions

Work with the representation of local authorities

Community activism, representatives

OTHER

18. How did these interventions influence your way of working together?

Team work

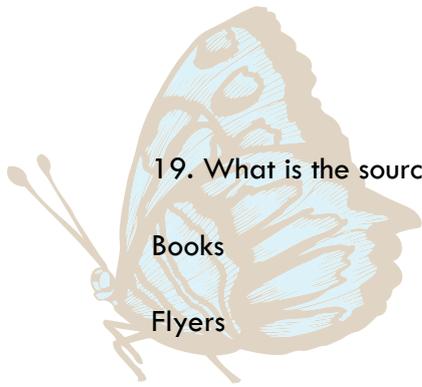
Team planning

Time management

Role sharing

OTHER





19. What is the source of information that you use?

Books

Flyers

Newspapers

OTHER

20. Who is more aware of systems and structures of injustice in the community? [use ratings men or women and score 1-5 with five being the highest]

Women	Men	Youth	Elderly

21. What kind of help do you get from the organization? How do members benefit from this help?

Market for products

Members of local representative structures

Demand accountability

Have Income

OTHER

22. What is the difference between the way you use to do things and now?

	Never	Sometimes	Always
Speak out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Annex 7

ORGANIZATIONAL PROFILES

In this Annex we provide the readers with the profiles of organizations that participated in the PIAP face-face interviews.

South Africa

Nelson Mandela Institute for Education and Rural Development

Physical Address

University of Fort Hare
28 Commission Street
East London

Postal Address

Postnet Suit 369
Private Bag 9063
East London
5200

Tel: 0027-(0)437047235

Fax: 0027-(0) 7047240

Website: <http://www.mandelainstitute.org.za>

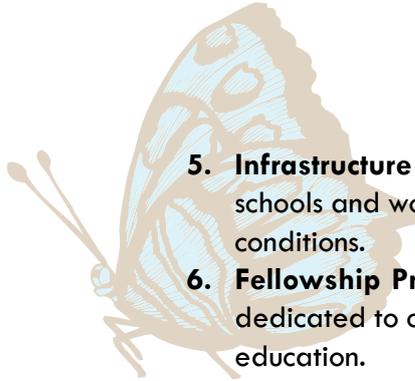
E-mail: nmi@ufh.ac.za

The institute is a partnership between Nelson Mandela Foundation, (NMF) the University of Fort Hare (UFH) and the Eastern Cape Department of Education. It is a manifestation of Nelson Mandela's long dream of rural education, particularly serving children born into poverty. The mission of the Institute is to provide poor children with dignified education.

The programmes are organized on six milestones:

- 1. Youth:** Launched in 2004 the programme launched its first nine week community mobilization programme in Qunu—Nelson Mandela's home village. The programme sought to support young people to become change agents in their lives and communities through personal development, creative expressions, community research and activism, culminating in building personal and community plans for action.
- 2. ICT in Rural Schools:** The programme was launched in 2004 to introduce information technology in rural communities and schools. The training involves educators, communities and learners in computer training. Through this process the programme builds relationships between the schools and communities.
- 3. Our Journey with schools:** The programme facilitates the process of parental involvement in schools and making the schools centers of excellence through programmes that dependency.
- 4. Intsomi Action Agenda:** The programme aims at promoting the role of traditional games and traditional stories in the education. It brings parents, educators and learners together in this process.



- 
5. **Infrastructure Action Agenda:** Aims at establishing priority investment areas in rural schools and works with parents and learners to improve school buildings and sanitary conditions.
 6. **Fellowship Programme:** Works with University of Fort Hare MA students that are dedicated to community development to link their research to rural development and education.
 7. **Re-imagining the University:** A public iincoko that brings together passionate academics, students and administrators to consider more profoundly the issues of curricular transformation at the university
 8. **Reconnecting community agriculture with schools nutrition:** Launched in 1994 by President Mandela with the mandate to ensure that children in early grades have adequate nutrition in schools especially in the rural areas.
 9. **Partnerships:** This programme' purpose is to create networks of practice and common vision committed to rural development between the tertiary sector, government and civil society

Department of Correctional Services

Ground Floor, Chrysalis Academy
Porter Estate, 201, Tokai Road, Tokai, 7800
PO Box 5346
Cape Town, 8001
Tel. 021-712 54 14

http://www.capegateway.gov.za/eng/your_gov/4562

<http://www.dcs.gov.za/>

The aim of the Department of Correctional Services is to contribute towards maintaining and protecting a just, peaceful and safe society, by: enforcing court-imposed sentences, detaining prisoners in safe custody, promoting the social responsibility and human development of all prisoners and those subject to community corrections.

The Department's core business is the safe custody and supervision of offenders. It practices risk management in respect of offenders and acknowledges and applies the concept of humanity and human rights regarding all stakeholders.

Aids Response Observatory

223 Lower Main Road
Observatory
7925

Tel. +27 21 448 7228

Fax: +27 21 448 7240

Website: <http://www.aidsresponse.org.za>

E-mail: accounts@aidresponse.org.za

Born out of The Cape Town Grail initiative was registered as a Trust in September 2008. AIDS Response works in the faith and care-based sectors of the Cape Metropolitan and surrounding areas.



Its mission is to improve service delivery on HIV and AIDS sector by providing wellness support and capacity building programmes to health workers, caregivers and their organisations. We aim to build caring and nurturing communities through our 2 programmes:

Care for Caregivers (CFC) programme:

The focus on provides psycho-social support to HIV and AIDS organizations providing services across the prevention, treatment, care and support spectrum in the Western Cape, with expansion plans in place for the Eastern Cape, Northern Cape and Limpopo. Through self-care workshops AIDS Response provides participants with a safe space to share and learn new tools for stress-relief.

Women Leadership and Training Programme

Contact: Marilyn Aitken

Tel: 033-701 2601

Fax: 033 701 1240

Email: maitken@mail.ngo.za

Website- <http://www.women's leadership training programme>

NPO # 019-136 NPO

SARS REG # 930013943

WLTP does development training in economically marginalized and historically disadvantaged communities of KwaZulu Natal, working with four categories of youth namely pre-teen girls, teenage girls, young unemployed women and young women in Influential positions. We train these girls and young women to identify and find ways to develop their latent talents and also to acquire a variety of leadership skills and tools of analysis.

They will network broadly with like-minded organisations and where necessary establish structures to support their work. They will exercise their leadership to remove or change social, psychological and cultural structures, institutions, customs and practices that block the advancement of girls and women.

- Experiencing different ways of praying
- Trust Building – River of Life & Personal Timeline
- Relationship with myself, God, family& parents, peers, boys,
- Understanding local history and finding out about our ancestors
- Economic literacy – Budgeting
- The Wheel of Fundamental Human Needs, Needs vs wants, Decision Making
- Ecological Foot printing and the 5Rs Reduce, Re-Use, Recycle, Repair and Restore
- The Great Story of Creation, Environmental Confession
- Ethics & Morality: Discussion of ethical dilemmas relating to shopping (“Cheese Code”).
- The Dangers of Chemicals in Hair Products – “Sithembile’s story”
- The Female Reproductive System, The Dangers of Inappropriate use of Contraceptives
- Planning for work in home situations
- To develop leadership and life skills amongst girls and young women so that they are equipped and assertive enough to take on leadership roles and succeed in them, thus becoming role models for other girls and young women.





- To help girls and women develop better self-images by doing research on their cultural heritage in order to understand their past and their ancestors. They will learn about uBuNtu and practice it.
- To open the eyes of girls and women to gender exploitation and discrimination so that knowing and exercising their rights, they will change cultural practices that violate these rights.
- To help girls and women learn to love the earth and understand the three principles that underpin the process of creation. They will understand the importance of biodiversity and strive to preserve it by reducing their footprints on the earth. .
- To educate girls and women about the economic processes that affect their lives so that they can differentiate between needs and wants and learn good management habits.
- To educate girls and women about women's health issues and help them acquire the knowledge to protect themselves against HIV/AIDS and other preventable diseases common in women, such as diabetes, hypertension, cervical and breast cancer.
- To promote girls and young women of integrity who understand issues related to ethics and morality so that they will model a new kind of leadership. Many learners, even those with close connections to religious bodies, have poorly informed the consciences.
- To develop and publish training material that will be used in workshops and be made available to the learners for their fieldwork. A publication will be produced by the end of 2009 in Zulu and English. It will be disseminated to groups in Southern and East Africa

The Grail Community Development Programme

Contact:

Thobekile Koti
Mthimkhulu Village Centre
Main Road, P. O. Box 80
Kleinmond
7195

Tel: 0027-28-271-5213

Fax: 0027-28-271-5639

Website: <http://home.mweb.co.za/gr/grailoff>

The Grail Centre launched the Community Development Programme in 2000. The programme is a continued challenge as poverty deepens and social pathologies increase. The overall goal of the community development program is to be rooted in the communities through the training of community based third layer of leadership referred to as change agent, who in turn lead people to take action and actively participate in development processes that affect them most at local government level.

The specific objectives are:

- To select and train community based volunteer activists [change agents] in each municipality equip them with skills such as leadership advocacy and lobbying.



- To train change agents in understanding Integrated Development programs so that they maybe in a position to work with the people and engage with local authorities.
- To facilitate the forging of partnerships between local government, business and local communities
- To nurture savings and credit housing schemes for the marginalized.



Women Empowered Committed Against Negativity [We Can]

Contact details:

17 Sparrow Road,
Sunbird Park
Kuils River
7580

Tel: 021 908 1456

Fax: 021 908 1657

E-mail: wecandhiv@gmail.co.za

WE CAN is a non profit making registered organization whose aim is to create a platform for women to dialogue and speak out against stigmatization on HIV/AIDS and women's health issues through:

Training workshops on poverty, stigmatization

Networking with other CBOs, NGOs and government department that HIV and AIDS

Zimbabwe

Africa Community Publishing and Development Trust

Physical address:

3rd Floor Exploration House 145 Robert Mugabe Rd, Harare, Zimbabwe

Postal address:

P.O. Box 7250, Harare, Zimbabwe

Telephone:

+263-(0)4-253608

Fax:

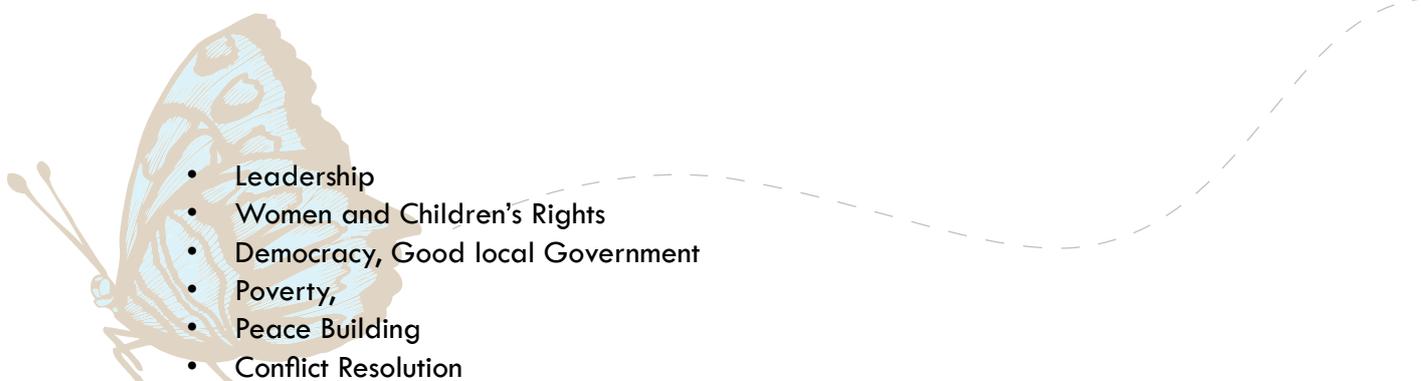
+263-(0)4-253609

Email address

zimbookteam@gmail.com

Registered as a non profit making organization in 1995, its main purpose is to have vibrant and articulate communities that tackle poverty and participate in local government. It uses research and writing to promote development. Through research and writing ACPDT trains community activists from poor and traumatized communities to gather and use information to change lives for the better. ACPDT employs eight full time staff and teams of activists that facilitate its rural outreach programmes. Working with communities ACPDT has produce publication on diverse themes such as:



- 
- Leadership
 - Women and Children's Rights
 - Democracy, Good local Government
 - Poverty,
 - Peace Building
 - Conflict Resolution

ACPDT is one of the key players in the peace building process in Zimbabwe. Our local government programme reaches over one million people in a year.

Civic Educators' Network Trust

Contact details

Wellington Mbofana

P.O. Box BW, Borrowdale

Tel: +263-4-4817779

e-mail: civnet@iafricaonline.co.zw

Harare

http://www.cbrc.org.zaCivcom_CIVNET.htm

The purpose of CIVNET is to promote and provide participatory civic education by cooperating, engaging and networking with government and other Non-Governmental structures in Zimbabwe.

CIVNET is a network of five civil society organisations that have an interest in civic education. The network has carried out civic education and democracy building work since 1996. It has built a strong network of committed civic activists and practitioners all over Zimbabwe. The networks' intervention has been carried through many programmes such as voter education, civil education, community participation, material development, publication and distribution. CIVNET evolved from The Church/NGO CIVIC Education Project that was established in March 1994 as a civil society initiative to address the problem of voter apathy. The country's relative nascent democratic state system makes imperative the need to help people understand how the system is supposed to work and how they can make positive, informed and meaningful contributions to the democratic process. Members of the network are Africa Community Publishing and Development Trust (ACPDT), Catholic Commission for Justice and Peace in Zimbabwe (CCJP), Legal Resources Foundation (LRF), Zimbabwe Council of Churches (ZCC) and Edwina Spicer Productions (ESP). Although the Zimbabwe Council of Churches (ZCC) and Zimbabwe Human Rights Organisation (ZimRights) are not active at board and management level they are very active at provincial and grassroots level.

Community Working Group on Health

Contact:

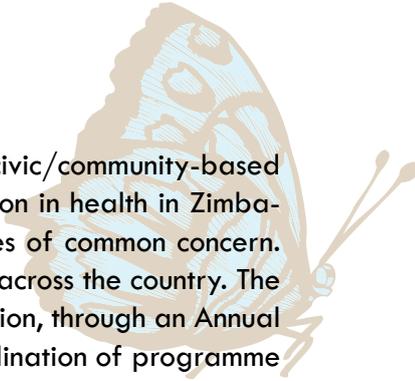
114 McChlery, Avenue, Eastlea Harare

Tel +263912807328

Website: <http://www.cwgh.co.zw>

Organization Type: NGO - National Health





The Community Working Group on Health (CWGH) is a network of civic/community-based organizations that aim to collectively enhance community participation in health in Zimbabwe. The CWGH was formed in early 1998 to take up health issues of common concern. There are 35 national member organizations in the CWGH network across the country. The national membership guides the organization through policy formulation, through an Annual General Meeting. The CWGH secretariat is responsible for the coordination of programme implementation by community based volunteers, who includes district committee members, Health Centre Committee members and facilitators. In 1998 CWGH began a program of work to disseminate information and to organize civic group members in health. It has carried out various community meetings on health, discussed and prepared policy inputs on health issues and carried out advocacy on these issues. The CWGH also supports community actions on health and engages policy makers through the Parliament Portfolio Committee on Health

Silveira House

Physical address: Arcturus Road, Chishawasha, Goromonzi, Zimbabwe

Postal address: P.O. Box 545, Harare, Zimbabwe

Telephone: +263-..., 491855/9

Fax: +263-(0)4-491857

Email address: admin@silveira.co.zw; research@silveira.co.zw

Objectives

Silveira House is an NGO development centre on the outskirts of Harare, Zimbabwe, which provides training to the poor. The Centre was established in 1964 in response to 'knocks on the door' from the poor seeking assistance. Today Silveira continues that tradition by providing training, extension and research services both at the Centre and in the field, as well as consultancy services to partner organisations.

Mission Statement

Our mission is to provide a variety of training courses aimed at assisting people to improve the quality of their lives. It is our belief that all people, made in the image of God, are created to be free with the potential for individual growth and community building. At Silveira House we acknowledge the crucial dimension of faith in our work, integrally linked to the struggle for justice. With belief in Christ, who came to set the downtrodden free and the blind new sight, our work takes up the cause of the poor, regardless of creed.

Vision

Ours is a vision of integral or sustainable development through which people progress from what is less to what is more human. We stress

- development of the whole person in all dimensions, spiritual, physical, cultural, social and political
- empowerment of people, both individuals and communities, to help themselves
- self-reliance which allows people to understand, manage and control their environment in a sustainable fashion.

Silveira House was built with grassroots people in mind. We have boarding and lodging facilities available. Silveira House provides training and extension services to peasant





farmers, commercial farm workers, workers' committees, trade unionists, small scale business people, members of co-operatives, civic leaders, and youth. Our fees vary according to ability to pay.

Rwanda

Association pour le Developpement et la Transformation Sociale

Contact details

P. Bag 549

Butare

Butare

Rwanda

Tel: 00250 – 535074

Website:- <http://www.mbendi.co/orgs/dkcb>

The Association for Development and Social Transformation was born out of TROCAIRE. Its main objective was community development training that with communities in Rwanda. The process was intended to help communities deal with genocide trauma.

Benshyaka Association

Contact details

P.O. Box 1091, Kigali, Rwanda

Tel: 00250-58-7083, Fax: 00-250-587083

Website: <http://www.benishyaka.org>

Benishyaka Association is a non-government organisation (NGO) formed in September 1994, after the war and genocide, by a group of 18 Rwandese women with the aim of addressing the social economic needs of widows and orphans affected by the war, genocide and HIV/AIDS, aimed at assisting many disadvantaged Rwandans to achieve self sustainability and a high standard of living. This includes activities like a Tailoring School, payment of school fees, funding the building of rural dispensaries, flour milling projects, habitation projects, rural sanitation, just to mention only a few.

Vision: A Rwandan society where vulnerable widows and orphans have better livelihoods and sustainable development.

Mission: Benishyaka's mission is to restore hope through facilitating the vulnerable widows and orphans affected by the War, Genocide and HIV/AIDS to acquire skills, knowledge and capital for sustainable self-reliance and development.

Objectives:

- To assist and give necessary support to widows and orphans affected by the war and Genocide.
- To teach and encourage self- reliance among the aforesaid categories of people.
- To facilitate vulnerable orphaned children in accessing education.
- To promote national reconciliation especially among women and the Rwandese community at large.
- To educate and enlighten women about their rights and their children and how to protect and defend them.



- To grant widows and traumatized children with psychosocial care.
- To educate Rwandese people especially women, causes and prevention of HIV/AIDS, provide care and support to people living with HIV/AIDS.



Duterimbere

Contact

Postal Address:

7141 Kigali,

Rwanda

Tel: +25059062082

Email: info@imbutofoundation.org

Website: www.imbutofoundation.org

The Duterimbere Association was established in 1987 with the purpose of sensitizing women on entrepreneurship and training in the management of micro-enterprises. As a non-profit organisation, it promotes women's entrepreneurship through the setting up of loan funds meant to finance income generating activities run by women and provides them with technical support in project management

Uganda

Bumunji Women's Development Association

P.O. Box 462 Busia

Physical Address: Busia

E-Mail:

buwopa@yahoo.com

<http://www.civilsocietyforum.org/busia-wome-producers-association>

Contact Person(s):

Karen Nasubo (Administrative Manager)

Year of establishment: 2001 Relationship with CSCBP: Grantee

Mission

To increase knowledge, access to information and profitable productivity of house holds in the district.

Vision

To have house holds free of poverty and all its accompanying ills, where women and children have the opportunity to advance themselves.



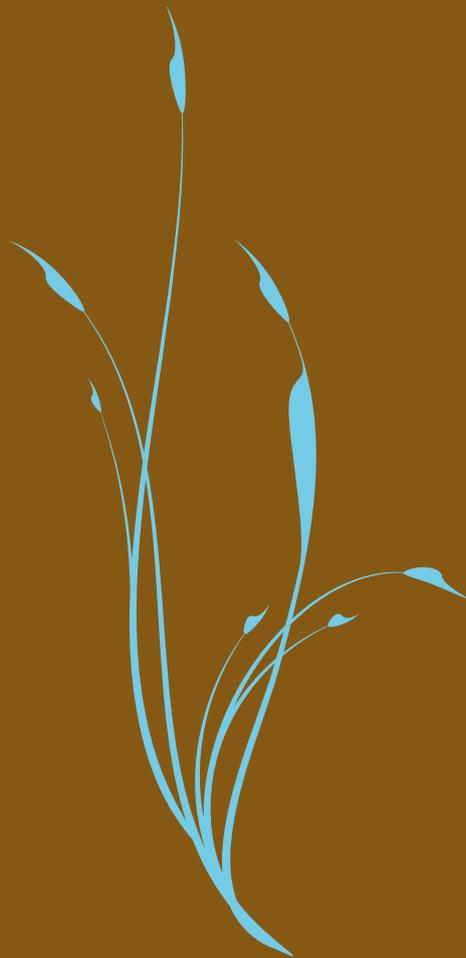
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Submitted by Ntombi -Talent Nyathi





Training for Transformation
The Grail Centre
PO Box 80
Kleinmond 7195
telefax: +27 27 271 4887
grailoff@mweb.co.za