TRAINING FOR TRANSFORMATION

Adapting Paulo Freire’s work to our changing reality

"Reading our reality and writing our history" (Paulo Freire)

One-year residential and in-service training course

October 2010 – October 2011
The Grail Centre, Kleinmond
Cape Town, South Africa
The Grail Centre in Kleinmond, South Africa is inviting people to apply for a one year training course beginning on the 4th October 2010 ending 24th October 2011.

**Goal**

It is intended that this course will enable communities and organisations from which participants come to attack poverty more effectively, respond to the HIV/AIDS pandemic and build social movements in a coherent and dynamic fashion.

**The aims of this one-year programme are threefold:**

- to build a new level of leadership in the development education field that is grounded in good theory and practice
- to build the skills, insights and abilities of teams, from NGOs and community organisations, to empower local self-reliant community development efforts and to link these efforts within wider global and national movements within civil society
- to build confidence, knowledge and skills to work with and challenge local and national governments to ensure macro-economic policies that are to the advantage of the marginalized
- To strengthen social fabric and promote personal, organisational and community well-being.

**Specific objectives of the course**

The objectives of this programme will be to enable teams of trainers to:

- study and understand more fully the theory and practice of the disciplines that are relevant to building a strong and effective civil society
- refine and develop new skills that can build effective organisations
- understand and apply reflective theory and practice
- organise field practice with enough supervision to strengthen each individual’s and organisation’s effectiveness in overcoming poverty, peace-making and building social movements.

**The context for holding this course**

Training for Transformation is based on a number of approaches to change. The core of this work is the development of critical consciousness and creativity. It was developed from Paulo Freire’s radically different approach to adult education which helped people “to read their reality and write
their own history”, and motivates them to action that transforms their life situation. The uniqueness of Freire’s approach challenges the traditional educational mould. The implementation of this theory is very practical with well trained teams analysing the macro and micro realities of each area, finding generative themes and developing programmes that aim to develop critical consciousness and action.

People have adapted Freire’s work in many ways which have given rise to much creativity and resourcefulness. The Cape Town Grail has received numerous requests for more advanced training. As a Rwandan woman stated, “We have learnt the methods five generations removed from the original source. We need a clearer understanding and practical skills to make community consciousness and self-reliance more effective.”

The need for new leadership in a changing globalised world is imperative. With over 40 years of experience of thousands of educators, activists and organisers, and enlightened with alternative thinking and practice in different disciplines that shape development endeavours, we believe new approaches to building social movements can be forged.

**New directions for the Training for Transformation Course**

Mentors from the first Training for Transformation Course, along with staff from the Development Studies Centre of Kimmage College in Ireland, met in early 2003 to assess the on-going need for this training and to plan future programmes. It was decided to expand the Training for Transformation programme for regions on a gradual basis.
This regional expansion will include:

<table>
<thead>
<tr>
<th>Region</th>
<th>Countries</th>
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<tbody>
<tr>
<td>West Africa</td>
<td>Ghana, Nigeria, Liberia, Sierre Leone, Mali, Senegal</td>
</tr>
<tr>
<td>East Africa</td>
<td>Sudan, Uganda, Kenya, Tanzania</td>
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<tr>
<td>Lakes Region</td>
<td>Burundi, Rwanda, Congo</td>
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<tr>
<td>Southern Africa</td>
<td>Initially South Africa with a few teams from Zimbabwe, Zambia, Swaziland and Lesotho</td>
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<tr>
<td>Asia Pacific</td>
<td>India, Philippines, Papau New Guinea, Australia, New Zealand, Fiji, Malaysia, China</td>
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<tr>
<td>The Americas</td>
<td>Mexico, Brazil, Guatemala, United States</td>
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<tr>
<td>Eastern Europe</td>
<td>Kosovo, Albania, Bosnia, Romania, Russia</td>
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Residential Phase one:  
4 October 2010 – 26 November 2010 (8 weeks)

The content will include:

- how communities can build unity to use and acquire resources to overcome poverty and build partnerships with local government
- how adults learn and develop cross-cultural communities
- the Freire approach to developing critical consciousness
- analysing levels of awareness in relation to social contexts
- shared leadership and workshop design practicum
- working with interpersonal and group conflict towards peacemaking
- writing reports and communication skills
- economic literacy
- strategic thinking and strategic planning
- how gender discrimination affects social justice
- healing communities through collective approaches.

Sessions on each of the above topics with study during weekends to integrate the introductory theory. This work will also be interspersed with practical work in communities and groups.
Field Work one: 28 November 2010 – 19 April 2011 (4 months)
During this module each participant and team will put into practice what they have learnt in module one. The systematic approach of each week during the first module will ensure that each participant takes back relevant learning for their own context. This phase is supervised and supported by mentors.

Mentoring: Every 3 weeks, each participant will be required, through email or fax, to write how they have put their learnings into practice. Each participant will have a mentor who will critique, support and work with them through email or fax. Oral communications will also be used as well as the written word. A ratio of three participants to each mentor will be the norm.
Residential Phase two:
20 April 2011 – 19 June 2011 (8 weeks)

The learning content will include:
• learnings and critique of field practice experience
• successes and weaknesses of training interventions
• effects of globalisation and development on local economies and quality of life
• how communities can build unity to use and acquire resources to overcome poverty
• how to build teams between diverse cultural groups
• best local practices to overcome poverty
• budget analysis to affect public policies
• advocacy skills training
• understanding different perspectives of ecological studies
• new global ethics and understanding of religious traditions
• organisational development and leadership / management skills
• strategic planning to build alliances locally, nationally and internationally
• promoting well-being by linking personal, organisational and community change.

Mainstreamed into all the topics during these weeks are gender, conflict transformation, ecological awareness and spirituality.

Field Work two: 24 June 2011 - 24 October 2011 (4 months)
The aim of this module is for each participant and team to put into practice what they have learnt in phase two back home. Again mentors will supervise both the field work and the written reflections on participants’ insights and learnings.

Mentoring: Every 3 weeks, each participant will be required, through email or fax, to write how they have put their learnings into practice. Each participant will have a mentor in the field that will critique, support and work with them through email or fax. Oral communications will also be used as well as the written word. A ratio of three participants to each mentor will be the norm. A final paper will be expected at the end of this phase.
Staff and Resource People

Prof. Yvonne Sliep, PhD: Director of the Grail Cape Town Programmes and founder member of Narrative Therapy from KwaZulu-Natal, South Africa. International consultant for healing communities in war-traumatized countries.

Dr. Jude Clark, PhD: Coordinator of Training for Transformation. Psychologist and lecturer at the University of Kwazulu Natal.


Consultants and Visiting Facilitators for Training for Transformation:

Anne Hope: Co-author of Training for Transformation and founder of DELTA training program, Kenya and Cape Town.

Bumni Ekundayo Fatima: Trainer for Justice, Peace and Development, Nigeria.

Filip Fanchette: Formerly World Council of Churches popular education desk, Mauritian economist.

Ina Conradie: Community worker for Child and Family Care Society, lecturer in social development at the University of Pretoria and University of Cape Town.

Josephine Kasande: Graduate in development studies Kimmage Ireland, founder and director of Rwenzori Women’s Association Uganda.

Nobuntu Mazeka: Field officer Nelson Mandela Institute and Trainer.

Rosette Mutesi Gahakwa: Former programme officer of the Sustainable Agriculture Trainers Network based in Uganda and MA development studies Kimmage Development Study Centre.

Ruth Mattison: Lecturer on Leadership and Self Development at TSiBA University. Organizational Consultant.

Sally Timmel: Co-author of Training for Transformation and co-founder DELTA training Kenya. Popular educator, founder of Fair Share, School of Government, UWC and Gender advocacy Project (GAP).

Thelma Awori: Formerly Associate Director of UNDP, former Deputy Director of UNIFEM, and an original founder of the Kenyan DELTA programme.

Veronicah Nkepeni Lekopole: Currently co-coordinator for Community Based Health care programme, Catholic Diocese of Marsabit, Kenya.
Criteria for participation in the course

The key element for the success of this programme is recruitment of committed and rooted facilitators and community organisers. It is not good enough to have trainers who are not able to function in local communities or organisers who are not able to study and reflect on the root causes of increased poverty and apathy.

The criteria for selection of participants includes teams who:

• have demonstrated potential as good trainers with organizing skills
• have been involved in community work and have shown initiative in creating community programmes
• have been part of a team and helped to facilitate workshops using participatory methods of conscientisation
• have worked effectively in a team and with the community,
• have time to attend the residential training sessions and are committed to work in this project for the next 3-5 years
• have at least completed secondary school and are able to comprehend theory and concepts
• are competent in English
• have similar vision, values and commitment to justice and peace and show the courage to care
• are catalysts, convinced and enthusiastic about the importance of work with communities

Preference will be given to women applicants between 30-50 years old.

The qualifications for participants will include:

• Experienced trainers/organisers, with at least two to three years working with grassroots groups willing to analyse their commitment and programmes
• Jobs working with grassroots groups
• Capacity to understand the national economy, ability to see beyond their own local community and the desire to study global trends
• Commitment to their organisation and this programme for a minimum of three years.
• High skills of reading and writing in English language
Qualification
The Development Studies Centre at Kimmage College, Dublin, Ireland and the Grail Centre, Kleinmond, South Africa will offer diplomas in Development Education: Training for Transformation to those participants who successfully complete the course. We are still exploring accreditation with SAQA. Participants will be required to carry out a research and write a research paper, weekly papers, integration papers at the end of each phase, and a final integration paper. They will also be expected to run learning events that meet the needs of other participants in the course.

Cost of the course
The total cost of the course is R50 000. Participants and their organisations are requested to contribute R15 000 towards the cost of this programme. R35 000 is covered by bursaries. A registration fee of R1000 is mandatory to hold your place on this course. Visa needs to be arranged and paid for by the participants themselves. Participants are required to meet their travel costs to Cape Town thereafter Training for Transformation will transport them to The Grail Center where the course is housed.
Transformation is only valid if it is carried out with the people, not for them. Liberation is like a childbirth, and a painful one. The person who emerges is a new person, no longer oppressor or oppressed, but a person in the process of achieving freedom. It is only the oppressed who, by freeing themselves, can free their oppressors. *Pedagogy of the Oppressed, Freire*

With the violation of nature is linked the violation and marginalization of women, especially in the Third World. Women produce and reproduce life not merely biologically, but also through their social role in providing sustenance. Historically, when societies have been colonized and broken up, the men have usually started to participate in life-destroying activities or have had to migrate; the women meanwhile, usually continue to be linked to life and nature through their role as providers of sustenance, food and water... The devaluation of subsistence, or rather sustenance economies, based on harmony between nature's work, women's work and man's work, has created the various forms of ethnic and cultural crises that plague our world today. *Staying Alive, Vandana Shiva*

Problem-posing education is prophetic, and as such is hopeful, corresponding to the historical nature of human beings. It affirms people as beings who transcend themselves, who move forward and look ahead,.... for whom looking at the past must only be a means of understanding more clearly what and who they are, so that they can more wisely build the future. *Pedagogy of the Oppressed, Freire*
For further information: Training for Transformation, The Grail Centre, Po Box 80, Kleinmond, 7195 South Africa    Tel. +27 (0)28 271 4887    Fax. +27 (0)28 271 4887 or 086 576 88 65    Email: grailoff@mweb.co.za or tft@grailprogrammes.org.za