



# Final Report

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## Evaluation of Training for Socioeconomic Transformation.

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## **Section 1: Introducing the Evaluation**

### ***1.1 Introduction and Background to the Evaluation***

Training for Socioeconomic Transformation (TSET) grew out of a program piloted in Pietermaritzburg between Pietermaritzburg Agency for Christian Transformation (PACSA) and Ecumenical Services for Social-Economic Transformation (ESSET) for three years before it became National in three provinces in 2006. TSET is a partnership between ESSET and PACSA and Fairshare was a partner until 2008 when it had to pull out of the partnership because UWC, to which they are affiliated, were uncomfortable with TSET's Christian Ideology. It consists of intermediary organisations made up of the Free State Council of Churches and the Limpopo Council of Churches. These intermediary organisations are the direct link between TSET, sending organisations and the participants. PACSA is both a partner and an intermediary organisation. ESSET as a partner also housed the TSET project. All the administration and management of the program was conducted by ESSET with the Project Manager reporting directly to the Director of ESSET and the Finance manager for the TSET project coming from ESSET.

TSET is an ecumenical joint initiative, a tool developed and used jointly by PACSA and ESSET that is working to strengthen local communities to achieve democratic and accountable governance, and socio-economic justice. It runs a national socio-economic literacy training course that seeks to promote people's literacy skills, and empower citizens by reinforcing self-confidence, self reliance and the ability to continue learning throughout their lives. It seeks to empower people to participate in the democratic processes and exercise their rights and responsibilities as human beings. This is done through training which aims to empower communities on the structures of government, the local government processes and avenues for citizen participation. More specifically it offers knowledge and skills to understand the roots of socio-economic justice and skills to mobilise communities and offer leadership in developing localised advocacy

and development initiatives. TSET envisages a vibrant local democracy for a sensible and equitable society.

## ***1.2 Objectives of the Evaluation***

The objectives of the evaluation are to advise board members, partner and intermediary organisations, participating organisations, current and prospective donors on:

- ✚ The impact that TSET has had on its beneficiaries, its partners and intermediate organisations in the last 3 years (2007-2009)
- ✚ The relevance of the project for its partners and participating organisations
- ✚ The quality of the services offered by TSET and the beneficiaries' perceptions of the services offered
- ✚ The program's effectiveness in meeting its purpose, objectives and outcomes and the factors that influence positively or negatively on the realisation of these goals
- ✚ The efficiency and sustainability of the project.

## **1.3 Evaluation Methodology**

The following methods were used in the evaluation:

### **1.3.1 Planning and Design Process**

A participatory approach to the design and implementation of this evaluation was adopted at the request of TSET. Participatory evaluation is a dimension of participatory development whose aim is to create a learning process for the program implementer and recipients that will help them in their effort to reach desired goals. It is a process of self-assessment, collective knowledge production, analysis of data and the action taken as a result of the evaluation findings. An important element of this approach is the emphasis on the process as much as on the outcome, namely the final evaluation report.

The Design process was a number of steps. The reference group developed the terms of reference for the evaluation which were given to the evaluator. The evaluator designed a workplan to define a process to be adopted and a methodology for the evaluation. This was circulated to the reference group and a telly conference was set up to discuss the concept document. The evaluation tool was then developed in the form of different questionnaires for the different focus groups. The evaluation tool was circulated to the reference group for feedback. Once feedback was received the evaluation tool was revised incorporating the feedback. We work with the premise and the assumption that organisations are open, living systems. This means that they have life, a growth and development path, and that they are subjected to obstacles, stresses and crises. They are also affected by their external environment and in turn influence the world outside.

### **1.3.2 Desktop Study**

All relevant material was studied in preparation for this evaluation. These include the annual reports, progress reports and the previous evaluation and planning reports.

### **1.3.3 Data Gathering**

A combination of interviews, meetings, group discussions and focus groups were held with the relevant staff, board members, participants and stakeholders. The interviews and focus group sessions were aimed at seeking more qualitative and strategic information on various aspects of the project. Interviews were semi-structured face-to-face and where a stakeholder would not be available for a face-to-face interview a telephonic interview was conducted.

These were conducted with:

- ✚ TSET Program Manager
- ✚ Staff from different partner and intermediary organisations
- ✚ TSET Board members
- ✚ Participants in different provinces
- ✚ TSET Materials Developer
- ✚ TSET Facilitators

### **1.3.4 Analysis and Reporting**

An institutional workshop was held with the TSET reference group to present and validate the draft findings of the evaluation. After collating the findings and analysing the data, a draft report was submitted. Once feedback was received from the TSET reference group, and the necessary amendments made the final report was submitted.

### **1.3.5 Limitations of the Evaluation**

A key limitation of the evaluation was not receiving any feedback from the evaluation tool designed for facilitators. This means that there is no feedback from external facilitators. There were some facilitators who were contacted for specific issues for the evaluation. The information used on facilitators was mainly from the facilitator's reports and information gained during the internal assessment with program staff in the different provinces, who were also facilitators. Further we were not able to get any feedback from the funder which has resulted in there being no views from the funder informing this evaluation.



## Section 2: Internal Evaluation

### **2.1 Introduction**

This section will focus on the internal project review that was conducted with board members and staff from the partner and intermediary organisations. The purpose of the review was to assess the functioning of the TSET project in order to see how they conduct their work and to identify any gaps that might need to be addressed to improve their service delivery.

The following areas were assessed:

- Strategy
- Structure
- Skills and Capacity
- Systems
- Shared Values
- Sustainability Strategy

**2.1.1 Strategy** - *is how the project plans to fulfil its purpose and realise its vision. The structure, systems, requisite skills, managerial style and staff profile are all derived from the organisation's strategic direction. All the work in the organisation needs to be aligned with the strategic direction. It is therefore important that all staff and board understand the projects' purpose, share its vision, and understand how their work activities fit into the big picture.*

The main aim of the TSET project is to strengthen the capacity of local communities to work for democratic governance and socio-economic justice in the quest for improved access to basic services and meaningful participation in

policy making and legislative processes. Lack of service delivery has become part of the lives of the people in many communities in South Africa. These communities continue to live without access to social services even though South Africa has some of the most progressive policies and structures in place to meet these basic needs. Furthermore the South African legislation places emphasis on the importance of public participation, yet these platforms for community participation are inaccessible. To realise its vision of a vibrant, local democracy for a just and equitable society the TSET project was guided by the two key strategies of capacity building through training and accompaniment. These were realised through the following specific objectives of:

- ✚ Developing accessible training and awareness raising materials on socio-economic justice and governance
- ✚ Conducting training in selected municipalities through local initiatives and organisations
- ✚ Empowering participants to exercise their socio-economic rights and impact on policy making and legislation within their own municipalities
- ✚ Accompanying participants to maximise the impact of the training and create conditions for long term sustainability of the program beyond the actual training
- ✚ Enhancing existing local initiatives in communities.

The TSET project has during this review period (2007-2009) targeted its work towards its most important stakeholders, individuals and organisations in local communities who have the willingness to engage with local government using the learning acquired from the course with the key aim of improving their knowledge of local government processes so that they may participate meaningfully. Part of the capacity building was through a training course that had 5 modules listed below:

1. Community Development
2. Development and Socio-economic Justice

3. Governance and Participation
4. Ethics and Integrity
5. Advocacy

All indications are that the strategies have not only guided the work of the TSET project but have been effective as the TSET project is able to identify a range of significant achievements. One of these achievements is the ability of the individuals and organisations to engage on local government issues and effect the desired change. Throughout all three provinces there are a number of successful initiatives which were initiated by organisations that had participated on the TSET project. A case in point is the outcome of an advocacy strategy that was developed by participants from Mosamaria Aids Ministry in the Free State. The Advocacy Strategy's main objective was to address the problem of lack of access to antiretroviral treatment for HIV positive people in the Free State province. Through the implementation of that advocacy strategy there were a number of positive outcomes after a number of engagements with significant people in the HIV and AIDS sector and the Department of Health in the Free State. The moratorium on the distribution of antiretroviral was lifted. Other outcomes of the strategy were the formation of the Free State HIV and AIDS Coalition and the provincial branch of the Treatment Action Campaign, of which both organisations have established offices in the Mosamaria offices. Initiatives from each province have been documented and attached as case studies in Appendix 1.

Another achievement of the TSET project was the network links formed between participating organisations and local organisations as this era also saw some cooperation and coordination amongst the organisations that were dealing with similar issues from different communities. In KwaZulu Natal the Kwa- Mpande Care Group and the Asakheni Youth Network, who were both dealing with issues of water and electricity supported each other as they engaged with the local authorities and they succeeded in accessing free basic water; removal of

restrictions on water and their water debts were reviewed and reduced or scrapped altogether in some cases.

Another strategy that was successful was the strategy to develop course material that is informative, accessible and understandable. There was continuous revision and updating of material during this reporting period which has yielded the desired results to the extent that in one of the provinces, the participants and the intermediary organisations, when funding limitations presented challenges for the TSET project, were able to continue with the modules on their own using the learner and facilitator guide.

**2.1.2 Structure-** *is the pattern of work and how people are assigned work, in alignment with organisational objectives. Responsibilities and accountabilities of positions should be clearly communicated.*

TSET being a project has a slightly different structure. The TSET project is currently a partnership of two organisations ESSET and PACSA. The TSET project, over the period under review, was housed at ESSET who provided administrative and management support. ESSET has managed the TSET project in a professional and efficient manner with both the Project reporting directly to the ESSET Director and the Finance manager coming from ESSET. Both PACSA and ESSET have invested a considerable amount of energy, time and resources on the TSET project. Their investment on the TSET project has had significant impact on both organisations. They have been able to develop a systematic approach to training because through TSET there was a deliberate process of thinking through training through reflective processes. As these two organisations grappled and redefined the process of accompaniment through the TSET project, they were able to go through similar processes separately within their own organisations informed by the thinking and questions asked through the TSET process. They both acknowledge that the learning from the TSET process has influenced how they think and they have created more

deliberate reflective spaces within their organisations because of TSET. For PACSA it has created a real sense of intrinsic value and TSET has become completely integrated at PACSA. For ESSET when requested for training, most of the training they use is from the TSET approach. A challenge for ESSET has been through funding where a long term funder, NCA has shifted its focus completely to TSET and has not funded other ESSET projects in 2009 as it sees TSET as part of ESSET.

Leaderships from these partner organisations form the TSET board which is made up of two representatives from each partner organisations and the project manager. The Board serves as the governance and accountability structure for the TSET project. TSET has its own board but it is also accountable to ESSET and its Board, as the project is housed at ESSET. Significant and strategic decisions have to also been passed by the PACSA Board, as it is also a project of PACSA. At its next board meeting the board will have to review the membership of the ESSET representatives on the Board as there have been changes in leadership at ESSET. All Board members were consulted for this evaluation and they had a deep understanding of not only the strategies and the work of TSET, but also of the sector and the political and sectoral context within which TSET is operating. Board members are clear about their role as all have previous experience of serving on boards. There is recognition by the TSET staff and the board members that the board does fulfil their role of governance and monitoring. Although there is acknowledgement that the Board does play its role there are issues that did not get the full attention of the board and as a result have not been resolved. A case in point is the conduct of one of the members of the intermediary organisation in one Province that has repeatedly been brought up through the various facilitator and participants reports, and was also brought to the attention of the project manager, but to date has not been resolved partially because the Board has not allocated the required attention and time on the issue. The strength of a Board is in realizing its strength and limitations and working with both. There were some staff members of the

intermediary organisations who did not know what role the Board plays, but felt that if they wanted to know, there is transparency at TSET and that the information would be made available to them.

The next level is the project manager who is the only staff member employed by TSET who coordinates and manages all elements of the project including fundraising. The project manager also sits on the Board. The project managers' *'commitment and passion on socio-economic justice issues'* were identified as some of the key characteristics that have contributed to the success of the project.

The next level is the intermediary organisations, which provide the core capacity for the implementation of TSET in the provinces through coordination, facilitation, mentoring and accompaniment. Currently the intermediary organisations are the South African Council of Churches in Limpopo and Free State; PACSA in KwaZulu Natal and ESSET. The partner organisations are also intermediary organisations as they are implementers as well.

The last level is the short term skills contracted when there is a need and these have mainly been used for the facilitation and material development. TSET has managed to attract specialized skills that have delivered in line with the TSET values and culture of working. The structure and the way work is organised on the TSET project are described as *'simple and effective as management is immediately accessible and there is quick response to our requests'*.

**2.1.3 Skills and Capacity-** *Staff in a project accomplish project goals through the use of specialised skills and knowledge. Any deficiency in the projects skills-based adversely impacts on its ability to achieve its objectives. A project accomplishes its objectives through its human resources and it is important to understand who the personnel are in terms of race, gender, years of service, experience and commitment to the project.*

The TSET project draws its human resources from a range of sources. The intermediary organisations provide the core capacity for the TSET project in the provinces through the coordination; facilitation; mentoring and accompaniment of the participants. The capacity varied amongst the three intermediary organisations where some were still grappling with some coordination elements of the projects, such as the SACC in Free State while others had all three elements well under control, such as PACSA in KwaZulu Natal.

Capacity and skill within each intermediary organisation has determined the level of engagement with participants' needs and the success of the project in each province. With intermediary organisations where the TSET project is integrated in how they work and not seen as an addition to the organisation's work, such as at PACSA in KwaZulu Natal, there is sufficient capacity, skill and experience to implement the project. At PACSA there are four members of staff who coordinate, facilitate, provide accompaniment and give strategic direction on the TSET project. Where as in the Free State SACC, there is only one staff member, who provides coordination, accompaniment and facilitation through theological reflections. The capacity in relation to time and skill in both Limpopo and Free State SACC is not sufficient to effectively implement the TSET project. While the Free State SACC is still grappling with some coordination elements of the TSET project, SACC in Limpopo has managed to integrate TSET into some of their programs, and time is a challenge for the implementation of the TSET. A key challenge for both these organisations is the fact that the TSET project is not sufficiently integrated into the work of each organisations as members of the team pointed out that *'my other SACC work suffers when I have to do work on TSET.'*

TSET's success exacerbates TSET's capacity issue. As the projects succeeds in building knowledgeable and empowered community activists and leadership, it creates more work as participants and organisations identify more initiatives within their communities that require accompaniment from the TSET team. The

TSET project, because of lack of capacity in the sense of staff numbers, has not been able to support all participants' initiatives. This lack of capacity is acknowledged by participants and staff in the two provinces and has had a significant impact on the accompaniment process.

To supplement its capacity TEST contracts short term external skills for the facilitation and material development. The facilitators have been described by the participants as '*knowledgeable and with an understanding of the context that exceeds our expectations*'. Overall the facilitation is described as very good and the facilitators tend to be experts in specific modules. While this is a good thing, it also has some drawbacks. This results in different facilitators facilitating different modules and this has been described by the participants as disruptive as it takes some time for both the facilitator and the participants to adjust to each other. Language has also been identified as a challenge by participants in a case where the facilitators could not speak the local vernacular, resulting in translations taking up too much time.

Even with the gaps identified above there is consensus that most staff on TSET is equipped and skilled to do their work, and that they have some technical and political understanding of the context. There is recognition amongst the staff that they need to build on their skill not only to be able to deepen the impact of their work but also for personal development.



**2.1.4 Systems and Procedures-** *A formal system is an explicitly stated/written set of inter-related procedures for performing a specific functioning of the organisation. Some important systems are administrative, planning, work allocation, monitoring and evaluation, marketing, financing, and staff development and performance. Systems are developed and implemented as a way of standardising the organisation's work. Organisations need to formalise systems, where appropriate, to hold the whole system together. Procedures are the agreed ways of implementing a policy. All staff need to understand the system and procedures of an organisation for efficient organisational performance.*

The TSET project, being housed at ESSET, is predominantly guided by the systems and procedures at ESSET. There were a few policies that were developed specifically for the TSET project such as the drawing up of the memorandum of understanding between the partners and the policy on Perdiem. An observation by staff is that *'in instances where the ESSET systems were weak, then TSET suffered'*. A case in point is that ESSET does not have a performance appraisal system and as a result of that, the project manager has never been formally appraised. Even though there was no formal performance appraisal for the project manager, the stringent reporting systems at TSET provided continuous feedback to the project manager.

The TSET project is vigilant about the planning, monitoring and reporting systems where they have fixed calendar processes for reflection, reports produced after each module, midterm and annual reports and these have become the practice at TSET. A range of reporting formats and tools have been developed for the different reports and these range from field visit tool to facilitators tool for reporting. This has enabled TSET to add more value to their practice and as a result the reports produced are of a good quality. Some Board members pointed out that *'the reports are functional and people are held accountable as we receive reports regularly'*. One Board member acknowledged

that this is a good practice because *'through the collection of information on the ground the project is able to measure impact'*. Reports were late at times from facilitators and the intermediary organisations and the issue of capacity through staff shortages within the intermediary organisations was identified as the main reason why some reports were late. Planning and review meetings are a significant management tool for the project, within the different elements of the project and the management structure.

### **2.1.5 Shared Values**

There are four values and core competencies that guide the work of TSET and they are defined as following:

- Respect for cultural and other diversities
- Use of language that is inclusive and accessible
- Approaching our work through a Christian faith perspective that does not exclude others
- TSET creates safe spaces for people to tackle their struggles.

Overall there is acknowledgement that the TSET team members have lived up to the TSET values to the extent that some of the values have become the culture of how things are done at TSET. A case in point there is acknowledgement that there is a lot of effort placed on maintaining integrity in the work delivered by TSET and this is evident in the ethical way that the TSET team relates to the community where there is continuous consultation and re-designing of the processes to meet the participants needs.

The success of TSET is also attributed to the fact that the partners share similar values with respect to development and their ideology and approach to socio-economic empowerment is pro-poor. Testimony is that TSET has taken complex economic models and simplified them to get ordinary people to engage with these concepts to the extent of effecting real change through the participating organisation's initiatives in the different communities.

### **2.1.6 Sustainability**

The issues that the TSET project is addressing around social economic rights are urgent issues for most communities. The TSET project works with activists and communities that have realized that their rights are being violated but lack the knowledge on how to deal with their situations, so its' relevance is in dealing with issues that communities are grappling with on a daily basis.

A key strategy for TSET to remain relevant is through evaluation and reflection processes which have helped the project to keep redesigning and redefining specific elements of the project as a way of keeping the project updated. A case in point is the material for the different modules. The process of material development has been a rigorous process over the years to the extent that participants, facilitators and all members of the TSET team feel that the material is not only relevant but accessible and easy to use. The TSET methodology through the accompaniment process and the use of the intermediary organisations helps to keep the project informed of specific issues pertaining to the province and helps the project to keep updated about issues on the ground. Important to note is the facilitation methodology, which is very participatory, and has helped to create space for participants to share from their perspectives. This methodology has created good learning space for facilitators and intermediary organisations where they have also facilitated sessions.

Overall the finances and resources at TSET are in a poor state. The ability to raise the necessary resources is an area that needs significant improvement. The TSET project has embarked on a number of strategies to source the desired funding for the project and has not succeeded. The core funders that have supported TSET over the reporting period are funders that had significant relationships with the two partner organisations, ESSET and PACSA. Over the four years the TSET project has had a budget of **R 3, 203 924.76**

<b>Funder</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Foundation for Human Rights</b>	63 000.00	7 000.00		
<b>Norwegian Church Aid</b>	646 916.65	734 931.85	593 328.30	174 404.66
<b>Transnet Foundation</b>		50 000.00		
<b>Christian Aid</b>		140 183.00	296 968.00	
<b>CMC</b>			246 646.30	250 546.00
<b>TOTAL</b>	<b>709 916.65</b>	<b>932 114.85</b>	<b>1, 136 942.30</b>	<b>424 950.66</b>

### Number of participants on the TSET Project from 2007-2009

<b>Province</b>	<b>Year</b>	<b>Number Registered</b>	<b>Drop outs</b>	<b>Final number Completed</b>
<b>KwaZulu Natal</b>	2007	28	14	14
	2008	25	10	15
	2009	11	4	7
<b>Sub Total</b>		<b>64</b>	<b>28</b>	<b>36</b>
<b>Free State</b>	2007	15	5	10
	2008	15	2	13
	2009	15		15
<b>Sub Total</b>		<b>45</b>	<b>7</b>	<b>38</b>
<b>Limpopo</b>	2007	14	4	10
	2008	23	5	18
	2009	11	1	10
<b>Sub Total</b>		<b>48</b>	<b>10</b>	<b>38</b>
<b>Total</b>		<b>157</b>	<b>45</b>	<b>112</b>

Over and above the fact that TSET had battled to diversify its funding base over the period under review, the global financial crisis has forced the TSET project into some form of crisis. Funding that had been expected by ESSET to be used

on the TSET project in 2009 was no longer available as one funder, Christian Aid was not able to disburse any funding to ESSET. TSET had been receiving surplus funding from Christian Aid. Another funder, NCA could only pay half of what was expected for 2009. The crisis forced TSET to redesign and adopt a new strategy for the delivery of the last two modules. Only PACSA could deliver the last two modules as previously planned, mainly because the TSET project is integrated into their own programs, for which they had already secured funding for 2009.

The funding crisis that TSET faced in 2009 has had a significant impact especially in Limpopo and the Free State. When the two modules could not be delivered as planned, participants were encouraged to use the facilitator guides and the learner guide to complete the two modules on their own in small groups. The participants in Free State, at the time of conducting this evaluation, had formed groups to complete the modules. The participants in Limpopo did not have any plans to complete the modules on their own as they asked *'how can we be expected to do the modules without a facilitator?'*

There are some views that the TSET is too expensive as the significant amount of the budget is used on conference facilities for accommodation and paying of the facilitators. The cost of the accompaniment is currently not explicit, because in most cases is absorbed by the intermediary organisation. For a project that provides the quality of training and this nature and level of the accompaniment, the costs are relative to the output of the project and the view that it is expensive is incorrect.

## Section 3: External Impact

### **3.1 Introduction**

This section provides a summary of the field visits undertaken by the evaluator and is based on responses from participants who have received services from TSET. Often direct quotes are used to indicate the responses to the questions asked of participants.

### **3.2 How respondents got to know and work with the TSET project**

A large number of participants heard about TSET through the staff members of intermediary organisations of TSET. Some participants had been working with the intermediary organisation on other programs of the organisation.

*'I am a peer educator on the Gender and HIV Program at PACSA and I heard about it while participating on that program.'*

*I met SACC staff at a municipal function and that is how I got to hear about TSET'*

*Rev. Mosala came to recruit us and asked that we identify 5 people from our organisation to get involved in the TSET project'.*

The dedication, care and commitment of TSET staff in the intermediary organisations and facilitator was repeatedly articulated throughout the focus groups by participants who see the TSET team as instrumental to their empowerment. This commitment by the TSET team to their work is not experienced by participants only; it is also identified as a significant quality by Board members.

In response to what the TSET project does, there was a common understanding of the TSET project:

*'Capacitate people to be able to sustain what we are doing already'*

*'Makes you aware of the things that already exist that will help you when mobilising'*

*'The TSET project for me is about training, capacity building, transformation and development'*

*'It is about building leadership skills'*

*'It is about training for socio-economic transformation'*

*'Builds our ability to engage with issues on a higher level'*

*'Learn effective participatory tools'*

There was a general understanding that the TSET project is about attaining political rights, and building a movement on the ground of community activists and leadership driven by Christian values and ethics.

### ***3.3 The Difference it has made in the lives of participants and their organisations***

The responses to this question were on the level of the direct *outcome* of the services received and the level of the *impact* on their lives as a result of the services. It is important to note that the majority of respondents were reporting on the impact level and below are some of the direct responses and we have categorised them according to the changes to the individual participant and to the organisation.

#### **Change and impact in individual participant's life**

Most significant and common for all participants was the confidence they had gained as a result of the TSET project. The confidence they testify to is



demonstrated through a number of ways where they *'have been able to engage with the councillor and we do not blame the councillor for everything because we know what they can or cannot do'*. Important to note is the quality and manner of engagement which participants claim has become about equals meeting. Further their confidence has enabled them to *'access our rights in a practical way'*. Confidence was also demonstrated through participants' ability to facilitate groups. This confidence they point out is a result of the *'knowledge gained on the TSET project about local government issues and the rights of citizens'*. Participants point out that the knowledge gained also helped them to clear a lot of myths where some believed you had to be aligned to a political party in order to be able to raise issues. The knowledge gained on the TSET project is reported as having had an important impact on the participants who point out that *'we have been able to learn and understand the different systems of government and are able to engage with government'*.

Beyond the changes that they have experienced since participating on the TSET project there was a sense of engaging with the world differently as a result of being part of the TSET project and as one participant indicated that *'in fact I am a different person'*. The knowledge and the experience gained on the TSET project does not only build the confidence and self-esteem of participants but also gives them a sense of purpose and direction.

The TSET project has helped to build enquiring minds where some participants claim that they had never read a newspaper before attending the TSET program and now *'I engage with the news and I read a lot these days'*. Further the participants claim that their leadership skills have been developed and their level of engagement is on a higher and deeper level and this is demonstrated in their understanding of structural causes of poverty. Participants also point out that TSET creates activists because *'TSET pushes you to act'*. An added bonus is that there are a number of participants that have been able to secure employment as a result of knowledge gained on the TSET project.

Impact on the participating community organisations

- *Our organisations have been able to engage in programs that have been transformational and driven by the community.*
- *As organisations we know that we can access services for the community.*

The following section will be addressing the impacting of the different elements of the TSET program as identified by the respondents.

### **3.4 Recruitment of Participants**

In line with the culture of TSET of reflection and redesigning of their processes, the approach to recruitment has evolved over the period under review in an attempt to attract participants that will have an impact on communities. At first the TSET project was recruiting individuals and on realization that these individuals were not producing the required results, it changed its strategy to working with organisations. The contract is now with organisations who nominated participants from within their organisations to attend the TSET project. This has built accountability as the organisations are kept updated of the progress of the participants through assignments and report back sessions to the participating organisation. Participants expressed value in working as participating organisations especially in cases where other members of the organisation have attended the TSET training where they become a team within the organisation that is skilled on the TSET approach.

The strategy to build commitment and accountability through participating organisations has been effective but the commitment of the leadership of participating organisations has varied amongst the provinces. The leaders of the participating organisations particularly in KwaZulu Natal have demonstrated a lot of commitment to the TSET process as they did not just wait to be invited by the

TSET project in order to hear about the progress of the participants, some went as far as making their own enquiries about the progress and attending update briefings when invited. These leaders went as far as committing to make the course part of their organisational development through the representatives that they were sending. In the other province in some instances the participating organisations' leadership did not attend the briefings and it was the participants that attended. The weak link with these and the TSET project could be linked to the capacity issues because of staff shortages within the intermediary organisations.

### **Levels of participants**

Participants' experience and level of education has had an influence on their level of participation and engagement with the course content. This is evident through the different levels of participation in the earlier years when the participants were younger; and later when organisations were sending the participants who had more experience the participation was on a deeper level. The challenge with the different levels of participation was expressed by both the participants and the facilitators.

### ***3.5 Manuals and Material Development.***

A lot of work went into the development of the manuals which is one of the key objectives of the TSET project '*Developing accessible training and awareness raising materials on socio-economic justice and governance*'. This objective was met and is one of the key successes of the TSET project, as the project succeeded to produce manuals and guides that are accessible, easy to use and speak to the context and understanding of the participants. Another outcome of attention to detail on the modules is the clear links and synergies between the different modules.

There was continuous reflection and redeveloping of the manuals and the modules over the three years. TSET began to investigate a possible process of accrediting the course and the main objectives of considering the accreditation process was to offer a course that would be easily marketable to the participating organisations and the learners would be able to obtain credits for the modules covered to build up on their qualifications which would enhance their opportunities to find employment. It was decided not to take up the process of accreditation when TSET realised that accrediting the course presented a number of challenges. TSET battled to find the unit standards that matched the objectives of the project. Then there was a realisation that the course would be less responsive and the objectives of building community activists, who will lobby, advocate and agitate for change would not be realized, as it would not be accessible by many community activists if it had to adhere to specific rigorous entry requirements.

### ***3.6 Training and Facilitation***

**Participation** overall was good according to the reflections from facilitators' reports, but there were always one or two participants that just would not participate. Facilitators report using a number of strategies to get all to participate and as the modules progressed participants engaged enthusiastically with the concepts and they were able to make the links between the different modules. In most cases facilitators acknowledged that the learning outcomes for the different modules were met.

**Language** presented some challenges. Although language was not a problem in all the provinces, where facilitators did not speak the local vernacular language, a lot of time was used up for translation, which resulted in the program finishing late. There is also the problem that what is required in the course, as with any education, that the concepts are mediated through fairly formal language, and even participants who are good at communicating in

English sometimes found it difficult to master the more technical use of the language. This also affected their written assignments.

**Theological reflections** are reported to have been an important element of the training as participants claim that it helped them to make links with their daily work and the participants were able to link the readings to the rest of the modules. Although some facilitators struggled with the theological reflection at first, as their experience and confidence grew, the participation and integration of the theological reflections into the rest of the modules deepened for the participants. Most important the participants repeatedly expressed that they enjoyed the theological reflections. Even participants who were not Christians found that the theological reflections were enlightening.

**Case studies** helped to deepen the learning and were relevant to the context. There was a request from participants to use case studies that are specific to their context and which have local examples that participants can relate directly to. Although there is value in using local examples, it is also important for the participants to discover that their struggles are global and the current case studies draw those global links.

### **3.7 Assignments**

The assignments were an effective tool for measuring the levels of understanding and knowledge gained by participants. Through the assignment participants demonstrated their ability to make the shift from theory to practice. Through the assignments the facilitators and the coordinators in the province could determine the level of support needed by the participants and they were able to identify the participants that were struggling to integrate the learning. The use of English to complete the assignments presented some challenge. The facilitators were sometimes not able to determine whether the participants were battling with the understanding and application of the course concepts or battling to express themselves in English.

There were some participants who failed to complete the assignments and for those who did complete assignments they claim that *'it enhanced the way I work because for the first time I have been confident enough to offer after care support through the support groups. Before I knew there was no way I would be able to do it, but after doing the assignment I wanted to do it'*.

### **3.8 Accompaniment**

The accompaniment process went through a process of refining during the period under review as it was discovered early in the process that the approach to accompaniment process was offered differently in the different provinces and there were some provinces that were battling with the process. An accompaniment frame work was developed to offer guidance to intermediary organisations on their role in accompanying participants and their organisations. The framework is a guide for when different activities should be done over the two years and there is an exit strategy.

There is acknowledgement from participants and the TSET team that the accompaniment process is an important feature of the TSET project. The impact of the TSET project is realised through the initiatives conducted in the local community and the accompaniment process is significant in the implementation of these initiatives.

A shortcoming of the accompaniment process is the lack of capacity / person power within some of the intermediary organisations to support the initiatives identified by the participants. Currently intermediary organisations cannot support all the initiatives and as the project manager proclaimed '*TSET creates work and does not have the resources to deal with the demands it creates. And we need to be able to support them*'.

## **Challenges experienced by participants in working with the TSET team**

Time and logistics is an area that the participants were challenged on a number of areas.

**Transport and transport fares** were a significant challenge for some participants, in the Free State. Participants on a number of occasions arrived late because they had to wait for their transport for hours as some had to use up to three different modes of transport in order to get themselves to the training. If it was not participants being late, other participants at times could not get to the workshop on certain days as they did not have the money to pay for the transport. The issue of transport was also compounded by the fact that there was inconsistency from the TSET project team in regard to payment of transport costs. Although it was clear to participating organisations that the transportation of the participants was the organisations responsibility or the individuals' responsibility, TSET at times did pay for transport for some participants when they were desperate. This practice, although done in good faith created expectations that the project might pay again and this might have weakened their attempts to secure money for travel. In the other two provinces there were no serious transport challenges.

### **Attitude of key coordinating staff member in one province**

Attitude of a key coordinating staff member in one province was not in line with the TSET values. Both participants and facilitators have repeatedly reported this through reports and by speaking directly with the project manager where they have specifically asked for intervention. The project manager has spoken to the staff member concerned and to the board member from their organisation yet the issue has not been resolved.



## Section 4: Conclusions and Recommendations

### **4.1 Conclusions**

Four years later TSET is even more relevant in responding to challenges that are increasingly being faced by communities in realising their democratic rights. The projects' strategies are a reflection of TSET's ability to understand and analyse the problems facing the sector.

Institutionally, TSET is a stable and well-functioning project and has successfully carried out its strategies. These strategies have been effective where participants have been able to use the knowledge and skills gained through TSET and have been able to participate effectively in other structures. TSET has a very clear strategy of empowering communities through participating organisations to fight and access their rights and most of the work of TSET is delivered through developing leadership, building knowledge and the capacity of participating organisations. The direct contact with participants through training is proving to be very effective for their empowerment as participants enjoy direct contact and the opportunity to engage and embark on new initiatives through the accompaniment process.

TSET's impact is measured through the participants' ability to take up issues and combined with its ability to building strong activism and confrontational approach; it has enabled participating organisations not only to take up issues but to effect change. The ability for TSET to build strong activists is appropriate and relevant for the work of participating organisations because even though there have been some successes through the different initiatives of different participating organisations, there is still a lot of work to be done for communities to realize their democratic rights. Advocacy and lobbying is a good strategy for

persuading and forcing the change that is desired by the organisations and their constituency.

TSET's strategy of building knowledge has been enhanced by its achievement in developing course materials and manuals that are informative, accessible and understandable. This knowledge gained has succeeded in awakening participants to think critically of their situations and has given them a source of hope and motivation pushing them to action. Built into the TSET methodology is the questioning approach that has further built people's ability to analyse, problem-pose and problem solve.

The systems driving the work of TSET are adequate with proper policies and procedures in place. The continual refinement and participatory approach to the development of the policies and procedures to suit the needs of the project and to keep abreast with current changes in the sector helps to build ownership of the policies and procedures guiding the work of the project. There are clear management systems in place which are understood and followed by all TSET project team members. The work of TSET is guided by shared values which have become the culture of the organisation.

The Partner organisations, through the Board, are involved and engaged in the activities of TSET and they understand what their roles and responsibilities entail. The Board brings a good balance of governance and understanding of the context that TSET is operating within, and they also play the oversight and strategic leadership role effectively. The commitment and the level of engagement of the Board with the issues facing TSET is commendable.

Intermediary and coordinating staff in the different provinces is committed and on the level of implementation they are qualified and have some experience to do their work. The issue of capacity, because of staff shortages within the different intermediary organisations is an area that needs urgent attention. In

addressing the issue of capacity, there is a need to further define for intermediary organisations what it means for individual organisation to be part of TSET.

NGOs, particularly in this turbulent funding environment, are concerned about sustainability. TSET's current resource mobilisation ability is a weakness of the project as it has not managed to diversify its funding base. It has not been able to attract funding beyond the circle of the partner organisations.

## **4.2 Recommendations**

### **1. Reclaiming the Status of TSET**

The recommendation is to use the strength of the current partner organisations and the intermediary organisations. The current partner organisations have a lot of credibility in the sector with donors and it would be strategic to make the TSET project a capacity building/ training arm or methodology/ tool for training in the different partner and intermediary organisations. This would also put the responsibility on the intermediary organisations to also raise funds by including the TSET project in their individual organisational proposals or sending out proposals separately for the training in the organisation under the TSET project.

### **2. Localisation of the Project in the different provinces.**

For sustainability and as a response to TSET's current funding challenges, there is value in exploring the idea of localising the project within specific communities. Communities attending the project could be made up of a number of villages within a specific community. In localising the project, participation by the community and the church is significant for the success of this strategy. Partnerships will have to be strengthened with the churches and the local organisations and leadership. Part of the strategy is to have the community and the playing a significant role in accommodating and hosting the training. A case in point is the use of the church which is an old institution that has hosted synods and church conferences over decades. To host visitors from other parishes it has utilised economical strategies to accommodate and host their gatherings and conferences. The use of parishioner's homes to host visitors is an old practice. A data base of church members and community who have suitable accommodation could be compiled and the participants from other villages could be accommodated at a much reduced fee. TSET could provide all three meals for the participants and the community homes could be used just

for sleeping. The church halls could be used for the conferencing and that will also make sure that the churches play a significant role on the TSET project. For this strategy to succeed the sending organisations would have to play a significant role in the logistics of the program. Localising the project could reduce the costs of the project significantly and enable the project to have a wider reach. It could also contribute to the local economic development.

The current model of dealing with a number of communities is effective and a good approach and where possible should continue. The localisation of the project could be piloted and used as a short term process until the resources, both human and financial, have stabilised.

### **3. Extending Partnership to current Intermediary Organisations.**

Intermediary organisations are involved in the practical implementation of the TSET project in the different provinces. It is important as a first step that all intermediary organisations become partner organisations. As partners, not only will it build their ownership to the program as they will be able to input significantly on the strategic direction that TSET takes; it will also build ownership. The current intermediary organisations have indicated willingness and readiness to become partners as they believe that the impact to their organisations will be deepened.

TSET Board would have to draw up minimum requirements of what elements need to exist within an intermediary organisation for it to be considered as a partner.

### **4. Building Capacity of Intermediary Organisations**

There is an urgent need to build the capacity of intermediary organisations especially in the area of facilitation for effective accompaniment. If staff of intermediary organisations were to be involved in facilitation, as issues are raised in the debates during the workshop, they will be better equipped to

support the participants and this will build relationships and the sustainability of the project

For the intermediary organisations that have facilitators already who are part of staff there is a need for further skilling of facilitators to enhance their knowledge and content of the other modules so they are able to train on a number of modules. This will save on transport costs of facilitators, and will also enable other facilitators to step in when a facilitator falls ill or is unable to facilitate a module for some reason.

## **5. Developing a Funding Strategy**

### **Develop different ways of marketing the TSET project**

Traditional donors cannot be the only source of funding for a project of this magnitude. The reality is that the funding sector is experiencing a number of challenges and most donors are reducing partners. In developing a funding strategy it is important to find different ways of marketing TSET and not just as a training organisation. Need to explore possibilities of marketing TSET as a civil society/ community empowerment process. Some aspects that can be surfaced are that of a project that is enhancing community capacity, equipping activists on social elements.

### **Break down different elements and seek funding separately**

Another way of marketing the project differently is to break down the different elements of the TSET project and identify funders for specific elements.

### **Offer training to paying clients**

Market TSET to different sectors such as unions, municipalities, churches and other NGO's who will pay for the services which will subsidise the other processes to the community.

### **Partners to include TSET in their proposals**

All partner organisations to include the project into their programs.

### **Participants to make contribution**

Participants can be encouraged to pay a small contribution towards their training. It could be in the form of the registration fee which could be the responsibility of both the participant and the sending organisation. As the course is over a year arrangements could be made for the participant to pay the registration fee over the course of the year.

### **Capacity building on fundraising and resource mobilisation**

Since the people working on the TSET project might not all have fundraising experience, there is an opportunity to build the skills of the TSET team so they are able to mobilise resources for the different elements of the TSET project.

## **6. Extend the Board**

According to the terms of reference board members are leaders and representatives of partner organisations. There is an opportunity to bring in other board members who are not from partner organisations who could add value, particularly people who had been involved with the project and carry a significant institutional memory. These additional board members could be limited to no more than a third of the total board so that the partner leadership still drives the process.

## **7. Review of the Project Manager Position**

The TSET project manager position will soon become available as the current project manager has been recently appointed as the Executive Director at ESSET. Before appointment the position needs to be reviewed in terms of the changes that will be implemented as a result of this evaluation. The resource mobilisation and fundraising skills have to be a priority for this position.

## **8. Inclusion of Local Case Studies.**

There is a request from participants to use case studies that are specific to their context and which have local examples that participants can relate directly to. Although there is value in using local examples, it is also important for the participants to discover that their struggles are global and the current case studies draw those global links. The recommendation is to continue using the current case studies that have a global link and to add one or two that are specific to the area.

## **9. Develop Guidelines and Procedures for holding TSET Members Accountable**

TSET is guided by a clear set of values and procedures. It is important to ensure that these values and procedures are upheld at all times and that there are clear guidelines for holding members of the TSET team accountable and calling them to order. This should include procedures for holding facilitators accountable, coordinators and staff in the different provinces, intermediary organisation and partners.

## **10. Proper Utilisation of Time**

The issue of logistics needs urgent attention and this will impact on the long days which participants feel are taxing at times.

## **11. Research and Documentation of Processes and Initiatives**

Research and documentation of initiatives is already a good practice within TSET. The identification and publication of elements that contributed to success, blockages in accessing social rights will help to keep TSET abreast of the needs and changes in the sector and make TSET a leader in the sector.

## **12. Develop Strategies and Create an Environment where Project Staff can Deepen their Political and Contextual Ability to enhance their Practice**

As a start there is value in developing a resource file for staff in the intermediary organisations and facilitators which will have the most recent updates about the



sector to enhance their social analysis. This could be made available to participants during the training week.

**13. Facilitators to Develop and Build the Skill of Working with Participants who are on Different Levels and Different Language Needs.**

TSET needs to explore tools and approaches to equip facilitators to support participants on different levels and with different language needs.

**14. Develop a Process for Responding to the Requests of the participants.**

As there is acknowledgement that TSET creates work, and the current capacity cannot deal with the demands of the project, TSET need to develop clear boundaries and procedures for responding to participants' needs. Part of these could be through a process of referrals.

## Appendix 1: Case Studies

### ***KWAZULU NATAL***

#### **Kwa-Mpande Care Group**

##### **Problem addressed is unrealistic water bills.**

The Kwa-Mpande Care Group was formed in 2005 and they were a group of 20 young people. Their main objective at inception was to conduct home visits to the sick in the community, but they did not succeed as they were not skilled in providing this service and they did not have the resources to carry out their work. In 2006 PACSA invited community groups to participate on TSET and members from Kwa-Mpande Care Group participated in the TSET training in 2007.

The Kwa-Mpande Care Group believes that their approach to community development changed since attending the TSET project. A significant lesson and shift for the participants was the realisation of how important community participation is for any intervention to succeed. And that the lack of community participation was one of the key causes for the failure of the first intervention when they were conducting home visits.

The Kwa-Mpande Care Group in adopting a new approach to how they engage and work with communities, embarked on a process of needs analysis where they identified the pressing needs of the community with the community. They consulted community stakeholders and the community leadership and it became very clear that the issue of water was most urgent. This approach has proven to be effective as they are reporting increased participation from the community and focused leadership from the chief because, for the first time the problem is shared and the community is involved in solving their own problems.

Challenges around water ranged from not having any water at all to receiving unrealistically high water bills ranging from R15 000 to R20 000. The Kwa-Mpande Care Group approached PACSA for accompaniment and they worked with the Economic and Participatory Democracy Program to develop strategies for addressing this issue.

First they engaged municipality and in their investigations they discovered that Umgeni Water had mismanaged its funding and the high water bills was a strategy to try and recover the funds. Secondly they approached the Department of Water Affairs and Forestry. In their engagements with the department and municipality the Kwa-Mpande Care Group listed their demands which were as following:

- Access to free basic water
- No water restrictions
- Review and reduction of the water debts

The outcome was that all the households that had their water closed, the water was reopened. The connection fees were reduced and they managed to clear 95 % of the debt. They have not succeeded to access the free basic water uniformly (some do) mainly because of technicalities in the billing system.

Another approach adopted by the Kwa-Mpande Care Group since being on TSET is building networks and sharing experiences with stakeholders and communities dealing with similar challenges. Some of the communities that have participated in the information sharing and networking, who were also dealing with the challenges of water, are Themba lethu and Richmond.

The group has now embarked on a process of developing strategies for preventing the water shortage in the community. They are exploring the process of water harvesting as a way of dealing with the scarce resource through building boreholes and tanks to trap the rain water.

## **Mafakathi Community Ambassadors**

### **Problem addressed is un-accessible clinic**

The Mafakathini Community Ambassadors were formed in 2005 with the support of PACSA and their objective was to deal with issue of water supply and services. With time their focus evolved where they were monitoring service delivery and giving advice to citizens about their constitutional rights. One of the sectors they were working with was the Health services and in their engagement the need for a mobile clinic repeatedly came up. There was one clinic in Mafakathini which was very far where some people had to travel up to 5 km to get to the clinic. People whose condition had to be monitored regularly and collect treatment monthly were most affected as some just would not be able to get to the clinic on time and some not at all. Pregnant women who had to do routine checks and have their unborn babies scanned, were affected as some just could not manage to travel the long distance particularly in the last trimester. Members of the Mafakathini Community Ambassadors who had attended the TSET project in 2007 and 2008 developed an advocacy strategy for a mobile clinic in Mafakathini. They consulted with the Health Care Workers in Mafakathini who bought into the strategy and together they approached municipality and the department of health. By the end of 2008 a mobile clinic was operating in Mafakathini. The mobile clinic visits different areas daily and there is a set schedule for the areas it visits on specific days. It is reported that there is a dramatic decrease in people defaulting on their treatment and that there is an increase in the number of pregnant women attending all their scheduled antenatal examinations.

The involvement of the Mafakathini Community Ambassadors in the health sector has had other positive spin offs for the community of Mafakathini. It is reported that the quality of service at the clinic has improved, because the attitude of the health professionals towards the patients is professional as the

people visiting the clinics are treated with respect. This is attributed to the continuous engagement by the Mafakathini Community Ambassadors with the health professionals and the fact that the Mafakathini Community Ambassadors are also seen as *'watchdogs'* as they challenge the health professionals when necessary.

The Mafakathini Community Ambassadors claim that since attending TSET their profile in the community has gained significant status. They are called to be part of meetings where the community leadership is gathered. The chief in particular encourages the participation of the members of the Mafakathini Community Ambassadors at meetings as he values their approach and insights in community development. As a result the Mafakathini Community Ambassadors have been able to influence significant decisions at these meetings that have benefited the community.

The ability for the organisation to play such a significant role in the community is also attributed to individual transformation because they believe that commitment was built amongst the members who attended the TSET training and that the knowledge gained especially on the leadership module has transformed the individual members and impacted on the organisation. The TSET participants' ability to engage with issues both on a community and national level has led to them described by the community members as being a *'valuable asset to the organisation and the community'*.

## ***FREE STATE***

### **Mosamaria Aids Ministry in Bloemfontein**

#### **Problem addressed is lack of access to ARV's for people living with HIV and AIDS**

Mosamaria Aids Ministry in Bloemfontein provides support and information to people infected and affected by HIV and AIDS. Mosamaria's focus is on counselling; training on basic information on HIV and AIDS; training peer educators; setting up and facilitating support groups and assisting community members to set up their own support groups. As Mosamaria provided their services and engaged with stakeholders and people infected and affected by HIV and AIDS, the limited availability and access to antiretroviral repeatedly came up as a significant challenge for their target group and clients. The issue of the availability of ARV was a serious impediment to the recovery of their clients. Mosamaria as an organisation believed that they were achieving their objectives as an organisation and that the issue of the unavailable medication impacted on the impact of the work of the organisation. The infected had to travel long distances to access treatment and in most cases when they arrived at the clinic or hospital there would be no medicine for them to collect. As a result people developed complications and others died because they could not access the necessary medication. Some clinics and health institutions were citing problems with the transportation of the medicine. Compounding this challenge was the moratorium on the distribution of ARV's in the province.

Participants from Mosamaria, who had participated on TSET in 2007 and 2008 developed an Advocacy Strategy's whose objective was to address the problem of lack of access to Antiretroviral treatment for HIV positive people in the Free State province. Part of Mosamaria's advocacy strategy was to engage with a range of stakeholders working in the sector and some of the people they

engaged were Zakhi Achmat from Treatment Action Campaign, Tebogo Klass the Deputy Chairperson of South African National Aids Council, the premier and the MEC for Health in the province. Mosamaria also mobilised stakeholders who are dealing with HIV and AIDS in the Free State which culminated in a debate which was held in November 2009 with the MEC of Health in the Province.

The outcome of these engagements was the formation of the Free State HIV and AIDS Coalition and the Provincial branch of the Treatment Action Campaign, of which both organisations have established offices in the Mosamaria offices. The National office of the Treatment Action Campaign trained members of the Free State HIV and AIDS Coalition on the following:

- Finance and budgeting on health issues
- Court interdict on issues of HIV and AIDS

The Coalition continued to engage the MEC of the Department of Health to advocate for the lifting of the moratorium on the distribution of antiretroviral in the Free State. Through these engagements the MEC mandated the Coalition to check the level of service delivery of health institutions in the province. The Coalition and the MEC are currently involved in discussions as the MEC wants the coalition to handle the prevention strategy. A significant outcome of these engagements was the lifting of the moratorium on the distribution of antiretroviral treatment.

There are other positive spinoffs of these engagements where a group of literacy practitioners was formed, who go around to clinic and hospitals to give information to people living with HIV and AIDS, pregnant women, support groups and the community.

The success gained through the implementation of this advocacy strategy is attributed to the knowledge gained and support received from TSET. Participants from Mosamaria feel that before attending TSET they did not know where to go and how to go about advocating for the roll out of ARV and that TSET has given them what they described as the '*how to tools*'. Also important is the development of the skill of engagement as they point out that they now

know *'how to engage government, stakeholders and the community as a whole'*. Another skill is on *'how to approach issues and how to communicate'* as they testify that through the TSET process their approach and communication has transformed since TSET and this has contributed to the successes enjoyed by the organisation. Also the ability to conduct research has been identified as one of the reasons for the success.



## **Thaba Nchu Christian Church Youth Forum in Thaba Nchu**

**Problem addressed is the abundance of taverns and abuse of alcohol in the community.**

The Thaba Nchu Christian Church Youth Forum was formed in 2001 with the objective of uniting youth and providing capacity building. It has worked in the area of conflict resolution and training on HIV and AIDS. When they were invited to participate on TSET in 2007, the Youth Forum at that time had broken up as they were not operating. TSET revitalised the Youth Forum and 5 members attended the course in 2008.

Even before the members of the Thaba Nchu Christian Church Forum attended TSET there was discomfort expressed amongst them about the number of taverns in the area, but they just did not know how to go about tackling this problem. In Vlentel location which has a radius of less than 2 kilometres there were 18 taverns before the intervention. The Youth Forum believed that the number of taverns contributed to domestic violence, teenage pregnancy and alcohol abuse by underage youth in Vlentel. After attending the TSET project they felt equipped to take on the issue of many taverns in the area.

Forum members who participated on TSET attribute the knowledge and information gained during the TSET training as having equipped them to be able to advocate for the reduction of taverns, as they now understood *'how local government structures work and we were able to follow the correct channels'*. Further they claim that some specific skills were developed such as the mobilising and lobbying skills which were a significant tool for their success.

The members of the Thaba Nchu Christian Church Youth Forum approached the Community Peace Forum and the South African Police Services to share their advocacy strategy on reducing the number of taverns in Vlentel. A working partnership was formed with these two stakeholders and the South African Police Services linked the Thaba Nchu Christian Youth Forum to the Free State Liquor Board. The Youth Forum invited the members of the Taverns' Owners

Forum to a meeting that would have informed the tavern owners about their strategy, as a way of building cooperation. The member of the Tavern Owners' Forum did not attend the meeting.

The Youth Forum developed a strategy to raid the taverns to check their registration status in order to identify taverns that were operating illegally and this they called operation 'Hlasela'. Inspectors from the Liquor Board and the police got involved in operation 'Hlasela' to identify outlets that were not licensed. For the taverns that were operating illegally their stock was confiscated and they were fined and instructed to close down immediately. As a result of operation Hlasela 11 taverns and shebeens were closed down. Now only 7 taverns are operating within Vlentel and they all have to stop operating by 2 am every day. According to the police statistics there is a reduction of crime in the area after the intervention by the Thaba Nchu Christian Church Youth Forum.

There have been other interventions and collaborations formed as a result of attending TSET as they point out that '*TSET made us aware of the value of working closely with stakeholders in the sector*'. The Thaba Nchu Christian Church Youth Forum also linked up with the churches and conducted road shows on issues affecting youth and some of the topics covered were:

- Teenage pregnancy
- Importance of education
- Drug and alcohol abuse

They have also formed a Community Forum for dealing with service delivery issues in Thaba Nchu. In Ratlou, municipality was building toilets which they did not complete claiming that the ground around the toilets was too rocky and that they could not drill. The Community Forum together with the Thaba Nchu Christian Church Youth Forum approached the municipality and after some consultations, municipality hired heavy duty vehicles that enabled them to complete the building of the toilets. The Thaba Nchu Christian Church Youth Forum claim that, their ability to access information on municipal procedures and citizens rights enabled them to persuade the municipality to cooperate.

## **Magakala Youth Development**

### **Problem addressed is skills development for the youth.**

Members of the Mmakgosi Royal Council participated on the TSET training in 2009. The objective of the Mmakgosi Royal Council is to empower the whole community through community development projects. Their programs range from gardening to poultry. After the TSET training the Magakala Youth Development was formed by members of the Mmakgosi Royal Council who had attended TSET. Magakala Youth Development was formed in June 2009, with the objective of empowering young people and to keep them occupied as a way of getting them off the streets. In forming the Magakala Youth Development Forum the participants from TSET were hoping to share some of the knowledge they had gained from TSET especially in the area of socio-economic transformation.

As part of realising this strategy they have made contact with the local Department of Education through the circuit office and the Community Engagement Development Manager through whom they have submitted and presented a proposal of their strategy. As a first step they are proposing to provide career guidance workshops and information on how to access loans and scholarships at tertiary level. They will travel from school to school conducting these career guidance workshops and exhibitions on Saturdays for grade 9-12 pupils at all the schools. Negotiations are at an advanced level and they are awaiting a response in December 2009 and expecting to begin in January 2010.

Parallel to that the members of the Magakala Youth Development approached the general manager of Twickenham Mines in October to provide skills development for the youth in line with the skills required on the mines. Twickenham Mine is in Magakala Village which is in the Tubatse

Municipality. They engaged in a number of negotiations with the general manager and the CEO of Anglo Platinum and the outcome is that 100 young people started their training on the 16 November 2009. The training is for six months in the following areas; basic electrification, tourism, catering, transport, construction and building. Twickenham Mines have pledged that they will place within Twickenham mine a minimum of 20 trainees after the course.

The Magakala Youth development has also managed to launch youth councils in all the branches of Tubati. They have launched structures within the municipality and all executive councils have been elected.

For members of the Magakala Youth Development they feel that through participating on TSET there have not only been able to effect changes through their work in the community, they are significant personal changed which have impacted their work in the community. Increased self esteem which has resulted in confidence to tackle task is reported as one of the main achievements of TSET.

## **Maila Village**

### **Problem addressed is lack of access to water and roads**

The Maila Village has for over 12 years engaged the different councillors in the village to assist in dealing with the issue of lack of water and roads. The members of the Maila community have a history of activism where a number of strategies have been used in an attempt to access their democratic rights. There is no water in Maila and the community members get water from a small river that runs through the village which in most instances runs dry. When it runs dry the community members have to follow the river and water is sometimes only available over the mountain. To get to this water source takes over an hour to walk and about an hour and a half walking back when the buckets of water are full. The community started speaking to the local authorities in 1996 in an attempt to address this challenge and they have engaged with numerous councillors who have come and gone over this period.

The issue of lack of roads in Maila is another issue the community has engaged local authorities for a number of years as well. The road stops about 3 kms from the village of Maila and people have to walk in the open field to get to the road. There was also the issue of a bridge where in cases when it was raining then, people would be trapped and they would not be able to cross over and the school children were most affected as they would not be able to go to school at all when it rained.

The strategies used by the Maila community for engaging local government and the councillors were numerous. They set up meeting to speak to the councillors and in most cases the councillors did not honour these meetings and when they did they would not commit to anything. They also wrote numerous letters and the councillors would take the letters but there would be no follow up on the issues raised in the letters. Community members would go directly to the municipality and the councillors would deny that they had received any

correspondence from the community. Municipality would set up appointments with the community to do an inspection of the issues the community was raising and the officials from the municipality would not turn up.

There were members of the community of Maila who participated on TSET in 2007, who after the training asked for accompaniment on the developmental issues facing their village. The Issues identified were the following:

- Lack of Accountability and Engagement by the Elected Ward Councillor,
- Inaccessible roads and lack of infrastructure,
- Lack of water and unhealthy Water Sources

The South African Council of Churches Limpopo (SACC), Ecumenical Service for Socio Economic Transformation (ESSET) and Fair Share formed a partnership to support the community through accompaniment. The Process thus far has been characterised by a number of meetings with the community and meetings were also held with the Traditional Leadership and leadership from municipality. A workshop was conducted with the community and an advocacy strategy was developed to deal with these issues.

Regarding the roads the councillor once again was invited and in line with her usual practice did not turn up. The community lodged a grievance with the Traditional Authorities and a meeting was held with the municipality before elections. The community then decided to raise their own funds to build a bridge and a bridge was built in 2007.

Regarding the issue of the water they continued to write letters and the municipality and the mayor have been making false promises. Through the engagements they came to some agreement with the municipality that as an interim measure while they find a permanent solution for their problem, municipality would supply the community with water and bring tanks that would be refilled weekly. Now municipality has supplied the community with water, but on their own terms. They sometimes fill the water after two or three weeks, leaving the community stranded because the water supply in the tanks only lasts

one week as it is supplying over 500 people. The reasons the water suppliers give to the community for refilling the water at these intervals is that they are not employed by the community of Maila and that they have other responsibilities and that they will fill up when their turn comes up. Another reason they give is that they are not able to come to Maila because there are no roads in Maila and that they can only come when they have access to special trucks. This situation became even worse when the weather was bad as they would not come at all. There is now a process underway for building a dam where they have started digging and pipes have been laid already.

Another issue that the community has tackled is the issue of limited cell phone network in the village. Community members have battled for some time with poor signals and they approached Vodacom and MTN who have both promised to put in network poles before the end of December 2009.

Part of their achievements are attributed to TSET who has through the accompaniment process helped to built their

- confidence and knowledge on how to access their rights
- approached and strategies for dealing with the officials that do not want to engage with the community
- knowledge of the IDP and rights of citizens

## Appendix 2: List of Respondents

**Province: Free State**

### Participant Register

<b>Name and Surname</b>	<b>Year of Participation</b>	<b>Organisation Represented and Area</b>
Sinah Moeketsi	2007	South African Council of Churches
Malefu A. Raqolile	2007	Free State Network on Violence Against Women
P.E Makholo	2008	Thaba Ncu Christian Youth Forum - Thaba Ncu
I .J. Matsididi	2008	Thaba Ncu Christian Youth Forum - Thaba Ncu
N. A Makhathi	2008	Thaba Ncu Christian Youth Forum - Thaba Ncu
T. Lesaoana	2008	Thaba Ncu Christian Youth Forum - Thaba Ncu
M.J Maine	2009	Lesedi Home Based Care - Excelsior
Rodisebo Mabina	2009	Lesedi Home Based Care - Excelsior

### Coordinating Group and Staff

<b>Name and Surname</b>	<b>Role at TSET</b>	<b>Organisation Represented</b>
Isaac R. Mosala	Provincial Coordinator	South African Council of Churches – Free State

**Province: Limpopo**

### Participant Register

<b>Name and Surname</b>	<b>Year of Participation</b>	<b>Organisation Represented and Area</b>
Mmapholo Ngwangwa	2007	Methodists Church – Motetema
Heridaji Kupa	2007	Phafocang Home Based Care



Judy Mahlare	2009	Justice and Peace
Victor Debeila	2009	Maebe Care Group
Mashabela Motagoane	2009	Hlatlolanang Health and Nutrition
Justice Mokgotho	2009	Mmakgoshi (Magakala)

#### **Coordinating Group and Staff**

<b>Name and Surname</b>	<b>Role at TSET</b>	<b>Organisation Represented</b>
Mautji Pataki	Provincial Coordination	South African Council of Churches – Limpopo
Jacky Makgoba	Provincial Coordination and Staff	South African Council of Churches – Limpopo
Sejamane Mashilo	Provincial Coordination and Staff	South African Council of Churches – Limpopo

#### **Province: KwaZulu Natal Participant Register**

<b>Name and Surname</b>	<b>Year of Participation</b>	<b>Organisation Represented and Area</b>
Mlungisi Madlala	2007	Richmond Usizo Voluntary Group
Ntombikile Khanyile	2007	Sizonqoba Development Group
Sanele Zondi	2007	Kwa Mpande Care Group
Londiwe Khondo	2007	Asakheni Youth Network
Sbusiso Zulu	2008	Sinamuva Youth Group/ Thandanani
Zama Ngwenya	2008	Young Christian Workers
Bongiwe Ndlovu	2009	Youth Movement for Development
Sboniso Zaca	2009	Umphithi Men's Forum
Jenny Boyle	2009	Marian Coordinating Committee
Beverley Webster	2009	Marian Coordinating Committee

**Coordinating Group and Staff**

<b>Name and Surname</b>	<b>Role at TSET</b>	<b>Organisation Represented</b>
Daniela Genurich	Board Member	Pietermaritzburg Agency for Christian Transformation
Mada Mtine	Coordinator and Facilitator	Pietermaritzburg Agency for Christian Transformation
Sibu Khanyile	Facilitator	Pietermaritzburg Agency for Christian Transformation
Vela Dlamini	Facilitator	Pietermaritzburg Agency for Christian Transformation

**Board Members**

<b>Name and Surname</b>	<b>Organisation Represented</b>
Daniela Gennrich	PACSA
Thembela Njenga	ESSET
Desmond Lesejane	ESSET
Bafana Khumalo	ESSET

**Short Term Contract Staff**

<b>Name and Surname</b>	<b>Role at TSET</b>	<b>Organisation Represented</b>
Brit Baatjies	Material Developer	Brit Baatjies
Tuna Letebele	Facilitator	Fairshare
Gavu Nzimeni	Ex-Participant and Facilitator	Mosamaria AIDS Ministry

## Appendix 3: Evaluation Tools

### ***Institutional and Program Assessment***

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#### **Strategic Direction – Vision, Mission of TSET**

1. What is TSET's Vision and Objectives?
2. What are the strategies that have been implemented to achieve TSET's objective?
3. Have the strategies worked? Is the strategy still effective?
4. What are the different components that make up the TSET training program? (participants, material/manuals, theological reflections, training and facilitation, accompaniment, recruitment of participants ) For each component identify:
  - A. What are the key objectives? Did it meet its objectives?
  - B. What has worked well? What contributed to the achievement?
  - C. What are the main areas that this specific component might not have achieved and why? (mention any constraints)
  - D. What was the main impact of this component?
  - E. Do you need to work differently? How would you do it?
5. Identify significant achievements of TSET in the last three years – mention at least 3 key achievements.
6. What contributed to the achievement? What hindered?

#### **Structure**

1. What is the structure of TSET?
2. What is the composition of the following elements that make up the structure of TSET and what is the role of each? Are they effective in their role? What role should they play?

- a. Program Manager
  - b. Board and Partner organisations
  - c. Intermediary organisations
  - d. Facilitators
  - e. Material developers
3. Is TSET's structure and way of organizing its work in terms of activities, management/communication flows/ decision making/ sharing of information an effective way of undertaking its mandate.
- If not what can be done to improve the situation?

### **Systems**

1. What planning, monitoring and reporting systems are in place?
2. What management system is in place? How are facilitators, partners and intermediary organisations held accountable for their work?
3. What systems, policies and procedures are in place for accountability and good governance?
4. Are these systems effective? What can be done to improve them?

### **Shared Values**

1. What are the values that drive the work of TSET?
2. Are these values shared and how are they promoted?
3. What other values would contribute to the projects effectiveness?

### **Skills**

1. Does TSET have sufficient and appropriate capacity in terms of numbers, skills, experience to fulfil its mandate? Elaborate
2. What does TSET do to strengthen the capacity? Does it need to strengthen its capacity?

## **Sustainability Strategy**

1. How does TSET currently ensure that it remains relevant?

What should it do to remain relevant?

2. What are some of the current strategies employed by TSET to ensure sustainability in terms of: Finances, Skills, knowledge?

What need to be done to strengthen these strategies?

3. Do you know what the financial input to the TSET project have been over the last three years? Has it been sufficient?
  - a. Who have been the funders over the last three years? What is the relationship with the funders?
  - b. Have the inputs to the project yielded appropriate results?
  - c. Is the balance between the administrative and project costs appropriate? Elaborate?
4. How is the impact of the project currently assessed?
5. What has the impact of the project been to you and your organisation?
6. What type of organisations is TSET currently working with? Has it managed to empower the churches? If yes how, and if not why not?

## ***Participant Assessment***

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1. How did you hear and get to work with TSET?
2. What does the TSET project do? Describe the services that you received from TSET?
3. What difference has your participation on the TSET project made in your life and in how you work?

4. Have you got involved in any initiatives which can be attributed as the direct result of the knowledge and experience gained in the TSET project? What if any has been the impact of the TSET project?
5. What do you consider as the main strengths of the TSET Project?
6. What are some of their shortcomings?
7. What are they (TSET team) really good at that you enjoyed in working with them?
8. Did you experience any challenges in working with the TSET team?
9. What can be done differently to improve the services and the TSET project?  
What should be done more of and what should be done less of?

## ***Facilitator Assessment***

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1. Give us a brief background to your involvement with the TSET project. What is your relationship to the partner or intermediary organisation. When did you become a facilitator, have you played any other roles on the TSET project besides facilitation?
2. What is your understanding of the objectives of TSET project?  
  
From your involvement as a facilitator, do you think the objective was achieved? Elaborate
3. Was there a specific facilitation framework/methodology used in the TSET project? Share the elements.
4. What in your opinion was the quality of the material developed for the modules? Identify the strengths and weaknesses of the material developed and modules.
5. Did the material developed/ modules assist or hinder the facilitation process? Was there a flow in how the material was arranged?
6. Was the material easy for you and the participants to follow? What challenges (if any) did you have in using the material?
7. Share your views on the suitability of the participants recruited?
8. What was the level of participation from the participants? Was the participation balanced? If not what were the reasons why participants dominated or did not participate effectively?
9. What were the strengths and weaknesses of the TSET project?
10. What in your opinion needs to be done to improve the overall TSET project?