# Introduction to

# Community Development Practice

# Level 4

# - Facilitator Guide -

## The development practice project

These learning materials were generated by the Development Practice project, hosted by the Sustainability Institute and in partnership with Community Connections, AIDS Consortium and Keystone. This project generated a set of competence standards with development practitioners in Cape Town, Johannesburg and Durban, between 2005 and 2009. This manual is part of a set of materials consisting of a competence standard, learner's manual, facilitator's guide and an assessment tool. More information on this project is available on the Development Practice website.

# ACKNOWLEDGEMENTS

Questions and queries on the project and materials can be forwarded to info@developmentpractice.org.za.

# LICENSING

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# SOME NOTES ON FACILITATION SKILLS

## What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

## Your role as the facilitator is to:

- Give direction to the group

- Create a comfortable and friendly environment for the group

- Observe what goes on in a group

- Identify the main needs of the group

- Learn ways to address these needs

- Adjust to the level of the group – in language, content, presentation, and pace.

- Apply and practice these skills in many different situations

# Key principles of facilitation

**_Confidentiality:_** What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

**_Respect:_** We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to model respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

**_Non-Judgmental_**: It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

**_Use I-statements:_** Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.

*Integrity*: Walk your talk! Be a role model for the group. For example, the ground rules apply to the facilitator the same as for the participants – if it says cell phone silent, do not answer calls in the workshop!

## Do's and don'ts of facilitation

| Do's | Don'ts |
|---|---|
| Plan and prepare for sessions in advance | Create a long dialogue with one participant |
| Show interest when listening | Criticise on a personal basis |
| Use simple language | Dominate the group |
| Act responsibly | Be biased |
| Be patient | Be insensitive |
| Allow participants to discover | Allow domination |
| Encourage active interaction | Go beyond time allocated |
| Ask for suggestions from the group in answering questions | Exaggerate enthusiasm about delivering session – be false. |

# Critical skills of a facilitator

**Listening:** You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

**Paraphrasing:** You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

**Summarising:** You sum up by going over the main points. You help participants to gain a better understanding of the subject.

**Creativity:** You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use humour (without being offensive), ice-breakers and energisers. Identify different ways of achieving the objectives without compromising the quality of the session.

**Awareness:** You pay attention to what is not being said in the group, people's unspoken needs and watch out for group dynamics that need attention. You are able to "read" the energy and level of the group and adjust your programme accordingly.

## Qualities of a facilitator

| Good | Bad |
|------|-----|
| Punctual and organised | Disorganised |
| Presentable | Messy, no care taken in presentation |
| Confident | Low self-esteem |
| Assertive | Passive |
| Friendly | Rude/impolite |
| Knowledgeable | Uninformed |
| Approachable | Intimidating |
| Creative and flexible | Rigid and unaccommodating |

## The difference between facilitation and presentation

| Facilitation | Presentation |
|--------------|--------------|
| Interactive process | One way process |
| Use of different methods of approach | More formal |
| Participants discover for themselves | Audience receive the message |
| Facilitator works with participants as a team | Presenter delivers the message |
| Use different ways of facilitating (e.g. Role plays, debate, small groups etc) | Use one way of presenting – normal "lecture" style |

## Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about

- Keep studying and researching, learn about the issues, develop leadership skills

- Share information, be open to new experiences – there is always something to learn

- Ensure you give accurate and updated information

- Understand your target audience

- Use target/ age appropriate activities

- Always strive to keep to time

- Use Ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)

- Keep your mind open and flexible

- Have fun, love and enjoy what you are doing

# OVERVIEW

The aim of this manual is to offer guidance in facilitating workshop sessions on the standard: **Demonstrate a working understanding of the principles of community developmental practise** (Understanding development). It works hand-in-hand with the participant's materials, which are referred to at various places in this facilitator's guide.

This manual assumes that the facilitator has knowledge of, and experience in the NPO/ CBO sector, and has a good understanding of development theory and so does not include extra information or reading on this. A proposed reading list is included if more information is required.

# SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

| Specific outcomes | Assessment criteria |
|---|---|
| *Competence in this standard means that the learner has clearly shown that s/he is able to…* | *Tasks and activities completed by the learner contain the following evidence of competence…* |
| Describe the main approaches to development practice in South Africa today and critically analyse these in specific contexts. | • Candidates are able to distinguish between approaches that provide **relief**, and those that aim to promote **sustainable improvement in human and environmental well-being**.<br>• Candidates are able to distinguish between intended **outcomes** and organisational **outputs**.<br>• Candidates are able to describe the main features of different development approaches (as reflected both in theories of development and in the practice of certain development actors) in terms of their<br>    o intended **purpose** or **outcomes**<br>    o the **assumptions** behind them<br>    o and the **strategies** they follow.<br>• Approaches include:<br>    o Poverty relief activities<br>    o State provision of infrastructure and services<br>    o State development policies (RDP, GEAR, ASGISA)<br>    o BEE<br>    o Corporate social responsibility<br>    o Transformative development approaches |
| Express their own personal understanding of and approach to development in a familiar community development context. | • Candidates describe a developmental context that is familiar to them.<br>• Candidates express a clear vision of what (long term, sustainable) success would look like for them in that context.<br>• Candidates describe the changes (in conditions, attitudes, values, capacities and relationships) that they would like to see in an identified target group or context. |

| Identify and analyse existing interest groups, perspectives and power relationships within a specific community development context. | • Candidates can identify key interest groups and role players within an actual or simulated community or context.<br>• Candidates can analyse the power relationships between these groups |
| --- | --- |
| Identify and analyse change processes existing within the community context that would influence development. | • Candidates can plausibly describe and compare the different visions of success of different groups in the community. And identify common features as well as possible differences and/or conflicts.<br>• Candidates describe what different community groups are **already doing** in relation to their vision of success. |
| Suggest and describe plausible developmental strategies that they believe can contribute meaningfully to achieving their vision of success in a specific context. | • Candidates describe broadly what changes they think need to take place in order to achieve their vision of success.<br>• Candidates describe activities and interventions that they believe would contribute meaningfully to the vision of success.<br>• Candidates identify key role players and what each can contribute to the strategies.<br>• Candidates suggest and describe plausible interventions that build on and enhance existing processes. |

**Note:** Tasks may be presented for an actual or hypothetical organisation but must be learner's original work and not copied from existing documents. Learners should be able to explain and justify their statements

# INTRODUCTION TO COMMUNITY DEVELOPMENT PRACTICE CBO COURSE PLAN

## Workshop – Day 1

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| 09h00 | To introduce learners, get expectations and break the ice | **Check-in & energiser** | <ul><li>Energiser</li><li>Name game (option)<br>Group to stand in a circle. Person to say "I am…" followed by a gesture that indicates who she is/how she feels at the moment.  Everyone says "This is …" and repeats the gesture. Then  "Welcome…"</li><li>In pairs: What would you like to get out of the module? → Feedback in plenary. Use this to explain what the course is and isn't about</li></ul> | Props for energisers and name game |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 10h00 | Build understanding of the SAQA/ Accreditation process | **Accreditation** | Explain accreditation process<br><br>Outline module and what topic will be covered each day<br><br>Explain assessment – non-judgemental, process approach.<br><br>Explain how workshop activities fit into assessment process | Information on assessment process |
| 10h15 | To assist participants to connect with individual motivation for development work | **Purpose of development work** | Ask individuals to reflect on why they do/ want to do community work? What motivates them? Get them to share in pairs<br><br>If necessary, reflect in the plenary around personal motivation for development work based on observing need in community. | |
| 10h45 | | **Tea Break** | | |

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| 11h00 | To reflect on community context | **Community context** | In small groups, share your community context (story telling) – what are you observing in your community. How would you explain the issues of your community? Give each participant in the small group about 5 minutes to do this. Briefly explain that they need to be able to do this for presenting their communities and programmes but also link to the need for needs assessments to properly describe their communities. | |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 11h30 | To provide a tool for people to analyse their own community/to provide an alternative to poverty consciousness | **Leaky Bucket** | Explain the concept of the Leaky bucket. If possible demonstrate with a jar/ bucket with holes so that they can see the metaphor. Imagine your community as a bucket. The assets that come into your area will flow straight out again if there are many holes in the bucket. A full bucket means that local people have enough assets to be able to reach a good quality of life.<br><br>→ let people work in small groups and let them do the exercise to reflect on their assets and holes in their specific community (20 min group work + 20 min to share an asset from each person and some feedback/ discussion if necessary) | Jar/ bucket with holes and liquid or sand. |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 12h10 | Start to link community issues with the need for development. | **How to fix the leaky bucket?** | Discuss with the group – what to do about these holes? Keep this brief as you will go into more detail later in the course<br><br>Be sure to illicit the different options - If your bucket is leaky then to fill the bucket you will need to pour the assets in at a faster rate than they are pouring out. Or you will need to plug some of the leaks.<br><br>Mention that we will do this in more detail when we look at development theories – that there are lots of different ways to 'fixing the bucket. | |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 12h20 | To critically reflect on personal meanings of development | **Meaning of Development** | What does development mean to you? Clear, large photos, showing/symbolising different aspects of development and cartoons (twice as many as people in the group). Look at the pictures in silence. No discussion. In your mind select 2-3 pictures, which represent best what development means to you. Pick one picture you think represents development best. Discuss in small groups why you've chosen that picture. Brief discussion in the larger group | |
| 13h00 | | **Lunch & Energiser** | Break for lunch. Can do energiser/ name game before coming back together Blanket Name Game: Have your group divide itself into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team cannot see the other. A member of each team is quietly selected to move up to the blanket. On the | |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| | | | count of three, drop the blanket so that each of the selected members are facing each other. Whoever says the other person's name first, wins. Whoever loses, goes to the other team. | |
| 14h00 | To define development in a specific community context | **Meaning of Development** | • In small groups come up with a definition for development and describe some of the different types of development.<br>• Briefly discuss in groups an example of development in your area – what kind of development is that. Take one example from every group into plenary. Wrap up in big group and look at tomes of the definitions of development | Photos depicting 'development' Flipchart paper and crayons for group work |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 14h30 | To critically reflect on personal meanings of poverty = the reason we do development work? | **Definition of Poverty** | Learning partners to move around and find a partner: Discuss what is poverty? (link this to development as a response to a lack) <br> Get reflections from groups. Share dictionary definition of poverty. <br> Look at case study story. Discuss – Is this poverty? → Feedback in plenary <br> Input on the three levels of poverty (stomach, mind, spirit) → in 3 groups: Each group to look at one aspect of poverty (spirit, stomach, mind) and to brainstorm its root causes, feedback in plenary | Case study story (printed or in workbook) |

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| 15h15 | To reflect on fundamental human needs | **Fundamental human needs** | In small groups, brainstorm what are the things that we need to have in our lives in order to develop as humans? Link this to poverty of the spirit and mind.(5mintues) <br> → Feedback in plenary. Just list on board. Introduce the *Fundamental need*s in the Workbook. Discuss as needed <br> Link to the ones that are about the poverty of the stomach and link to constitutional rights. (If you have time, you could divide into groups and each group to discuss a few and feedback to group) | List of fundamental human needs |
| **15h45** | To close the day and assess any open issues | **Check-out** | Delta-Plus and check out. <br> Ask learning partners to reflect this evening on "what *fundamental need* needs development in my community?" | |

## Workshop – Day 2

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 09h00 | To assess how learners are doing and to revitalise energies | **Check-in & energiser** | - Group check-in. How everyone is doing and reflect on "what *fundamental need* needs development in my community?"<br><br>- Optional energiser - wind blows<br><br>  People to swap chairs when the year they were born, colour of their shoes etc is called. Person in the middle has to try to fit in, when a new person stands in the middle he/she has to repeat one aspect of the previous day's content<br><br>- Programme overview<br><br>- Poem: Old trade union song<br><br>  Freedom doesn't come like a bird on a wing,<br><br>  doesn't come down like the summer's rain<br><br>  Freedom, Freedom is a hard-won thing,<br><br>  You've got to work for it,<br><br>  Fight for it,<br><br>  Day and night for it,<br><br>  And everybody's generation got to do it again. | Props for energiser if necessary |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 10h00 | To understand the relevance of the global context | **The Broader Context** | Ask groups to discuss briefly – what would you do if you had weeds growing in your garden? What ways could you use to get rid of them? Why is it important to understand the broader context? → If you have weed that you want to get rid of, what can you do? (1) Cut it back (work on the system) (2) Pull out the root (3) Plant an alternative plant that overgrows it Give example of crime in workbook. Link this to discussion about Leaky bucket on Day 1 and the different ways to prevent holes or close them. → For 2 and 3 you need to understand the context/ broader picture Task of society: (1) demand from government to fulfil its responsibility (2) get active and do something about the situation | Picture of a weedy garden? |

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| 10h30 | To examine learners understanding of the South African context | **South African Context Exercise** | 1. Get participants to reflect for a little, on what about South African history is having an impact on the needs in the their communities (and the need for development)<br>2. In groups, get them to make a drawing – putting the leaky bucket in the middle. They need to draw what the impact of SA history (and possibly current SA) have had on their communities | Flipchart and crayons |
| **11h00** | | | | |
| 11h20 | See above | **South African Context Exercise (cont)** | Spend more time if necessary finishing pictures and then put these up (like a gallery) and take a tour. Discuss in the plenary | Flipchart and crayons |

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| 12h00 | To understand the meaning of globalisation and its impact on the local development sector | **Colonisation and world history** | 1. In groups get them to add to their drawings – what have been some of the things happening in your world that have had an influence on your community (or the country)<br>2. Get feedback from each group about what they have added on their pictures.<br>3. Input on colonisation - show the diagrams on pages 6 – 8 Training for Transformation (TfT) Book 3<br>4. Input on globalisation with simple examples of the impacts | Maps of the world? Diagrams on pages 6 – 8 TfT Book 3) |
| **13h00** | | **Lunch & energiser** | Getting up and shaking arms, legs, shoulders, rubbing each others' shoulders | |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 14h00 | To understand the meaning of globalisation and its impact on the local development sector | **Globalisation continued** | 1. In groups, get people to come up with some of the changes they have seen in their communities in the last 20 years. Why do they think that is? <br> 2. Share and then brainstorm some of the possible impacts of globalisation – remember that there have been positive and negative impacts. <br> 3. Explain Thina and Thema approaches. Together come up with some possible actions that organisations can take to combat the negative impact of globalisation | |
| **16h00** | To close the day and assess any open issues | **Check out** | Delta/Plus + check out. Home reflection question "Do you think the broader context has an impact on development in your community? If so, how? If now, why not?" | |

## Workshop – Day 3

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 09h00 | To assess how learners are doing and to revitalise energies | **Check-in & energiser** | - Weather Bureau<br>- Ask for a few comments in answer to the previous day's reflection question.<br>- Optional Energiser: Fire in the mountain<br>- Programme overview - Who determines development? Read this story:<br>- In 1959, in Uganda a village had numerous problems in both the health field (all types of worms, malaria, bilharzias, no clinic) and a very poor school from which the teachers were nearly always absent. In a village meeting the people insisted that their top priority was to make a football field. I was appalled but the CDO very wisely encouraged the group to go ahead. They made their football field, started playing football, organised a team, played matches against other villages. The football field was a turning point in the life of the village. They had gained self-confidence, a structure for communicating | |

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| | | | with one another, and a sense that they were capable of changing things. Later they tackled many other, "more important" projects. But were they really more important? Was not their own sense of themselves as a community, and their confidence that they could achieve their own goals, far more important than my outsider priority that they needed a clinic? This was also a turning point in my own education about how to work with communities. Later I heard many other stories of how football fields had helped deal with serious problems of teenage drinking.  Anne Hope | |
| 10h00 | To build on the understanding of development and theories | **Reflect power relationships in development** | In groups, get people to read the Julius Nyerere quote. Then discuss what it means to them.<br>Share in the plenary and discuss. Link this to thinking about who does development? | |
| **11h00** | | **Tea Break** | | |

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| 11h20 | To understand the history of development | **Development history** | Brief input on colonialism and oppression as a form of 'development'. Link to world history of the previous day – past of conquest and oppression of Africa and other continents. There was 'development' in this time but was geared to the development of colonial powers own interests and was achieved by exploiting, controlling and dominating others. It is not what we now understand as development. | Development decades map from TfT (pages 6 & 7) |
| 11h40 | To understand how development was done and why and the effects of each approach | **Development Theories** | 1. Hand out these words to the groups: welfare, development, liberation, transformation. <br> 2. Ask the groups to come up with a little role-play to act out each of these words. <br> 3. Input: Explain the 4 different approaches that development can take. Get each group to discuss projects in their area and try to come up with 2 examples of projects that do the kind of development that they role-played. Share and discuss | 4 words on card |
| **13h00** | | **Lunch &** | | |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| | | **Energiser** | | |
| 14h00 | To provide an example of government development initiatives in South Africa | **Development in SA: RDP, GEAR, ASGISA** | Break into 3 groups. Get each group to discuss one of the government initiatives and explain what their words mean and what that tells them about the initiative. (Can do this, or use newspaper articles on each to discuss in groups and then do input) <br><br> →share in plenary and use to introduce the government initiatives <br><br> Input on RDP, GEAR and AsgiSA <br> → their advantages and disadvantages for community development <br> → Exercise – ask groups to discuss what kind of development they think each of these initiatives represents. | |
| 15h00 | To provide an example of government development | **Millennium Development goals** | ▸ Introduce MDG's as an example of a global development initiative <br> ▸ Break group into 8 – give each group one of the MDG's –ask them to say what progress they have seen in this, if at all and | |

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| | initiatives in the world | | what they think should be done about this. (10mintues discuss.) <br> ▸ Share in plenary (25mins) <br> ▸ If time, give articles to groups about MDGs to read and discuss. <br> ▸ Take any questions/comments in the plenary | |
| **15h45** | To close the day and assess any open issues | **Check out** | Delta/Plus + check out | |

## Workshop – Day 4

| Time | Purpose | Activity | Details | Resources |
|---|---|---|---|---|
| 09h00 | To assess how learners are doing and to revitalise energies | **Check-in & energiser** | <ul><li>Weather Bureau</li><li>Energiser: Fruit salad</li><li>Programme overview</li><li>Poem/Story</li></ul> | Props for energisers |
| 10h00 | To build understanding of Transformative development | **Transformative development** | 1. Break into groups. Get groups to read case study<br><ul><li>What happened in this project</li><li>What do you think the principles of this approach to development are?</li></ul>2. Input on Transformative development principles<br>3. (If there is time, you can give each group one principle and get them to teach others what it means) | Copies of case studies |
| **11h00** | | **Tea Break** | | |
| 11h20 | To ground | **Community** | - Input on what is a community (from the workbook) | |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| | content previously learnt and define community development | **Development** | Define community development in small groups → present in plenary | |
| 11h50 | To summarise what needs to be considered when doing community work and to contextualise the content | **Community development process** | 1. Place cards of different stages in the room. People to walk around and indicate on each card, if they have ever been involved in/ done the stage described on the card<br>2. In plenary, look at the order in which the stages should take place – discussion<br>3. Ensure that input on the needs assessment process is given – and explain why they should do that. | Cards with the stages of Community development process on them |
| 12h30 | To become aware of the different role- | **Stakeholders and the power relationships** | ● Draw a picture of your community showing the various parts and areas<br>● Input on the three main stakeholders in development – | Blank paper (A4) and crayons |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| | players and relationships between the various stakeholders | | government, civil society, business<br>● Get people to add to their drawings if necessary<br>● Put them up as a gallery and get people to look at this over lunch | |
| **13h00** | | **Lunch & Energiser** | People to people:<br>When facilitator calls out learners have to pair up and link themselves: e.g. elbow to elbow, head to knee, hand to ear etc…<br>Whoever is left out does the next call-out | |
| 14h00 | To identify the role players in community development and to clarify the dynamics within the development | **Environmental Scan** | Explain the environmental scan process<br>Develop an environmental scan including donors, NGOs and CBOs<br>Donors, NGOs, CBOs<br>5min explanation about environmental scan<br>10-15min brainstorming about role-players<br>10-15min group work - what are the power relationships between the role-players | Drawing of Enviroscan |

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| | sector in South Africa | | | |
| 15h00 | To reflect on community – based organisations and development in South Africa | **Community Based organisations** | 1. What is a CBO – in small groups discuss (10 minutes) 2. Then ask the groups to discuss – why are CBO's important 3. Feedback in the plenary. Share the role of CBO's (see workbook) 4. Brainstorm some challenges and opportunities for CBO's | |
| **15h45** | To evaluate the modules and to see where people are at | **Check out** | Delta/Plus + check out Explain that tomorrow will be time for review – so they should spend time tonight thinking if there are any areas that they are still unsure about | |

## Workshop – Day 5

| Time | Purpose | Activity | Details | Resources |
|------|---------|----------|---------|-----------|
| 09h00 | To reflect on the course and its' content | **Check-in & energiser** | - Weather Bureau<br>- Optional Energisers:<br>- Get participants in pairs to share 1 thing that they really felt was important that they learnt on this course<br>- Spend a bit of quiet time reflecting on whether there are any questions etc from the course<br>- Answer any questions in the plenary | |
| 10h30 | To ensure that all topics are understood | **Outcomes of course** | Go through the specific outcomes for assessment and ensure that all participants understand and are clear on assessment requirements<br>Answer any outstanding questions or unclear topics | Assessment criteria |
| **11h00** | | **Tea break** | | |

| 11h20 | To support learners in completing assessments | **Assessment guide/ Activity sheets** | 1. Go through activity sheets/ Assessment guide with learning partners 2. Ensure that all questions and activities are understood. 3. Give participants time to start completing exercise – could even get groups to discuss possible answers to questions 4. Introduce enviroscan/ needs assessment task as preparation for Module 2 | Assessment guide/ copies of activity sheets from manual |
|---|---|---|---|---|
| 12h20 | To evaluate programmes | **Evaluation and check out** | Do a closing check, asking each participant to evaluate the course. Complete evaluation forms | Evaluation sheets |
| **13h00** | | **Lunch & energiser** | Celebratory lunch! | |

# ADDITIONAL INFORMATION

## Additional reading

**Mail&Guardian** online
www.mg.co.za

**Employment growth 'well short' of Asgisa target**

Johannesburg, South Africa

*03 July 2007 07:19*

Between 510 000 and 740 000 new jobs a year are needed to meet the Accelerated and Shared Growth Initiative for SA (Asgisa) target of halving unemployment by 2014, according to investment bank Merrill Lynch.

The first figure is based on South Africa's official unemployment rate of 25%. The second figure is based on the broader definition which shows that up to 40% of the labour force is unemployed, *Business Report* wrote on Tuesday.

The economy has grown by more than 4% a year over the past three years and Statistics SA figures show this has added only about 500 000 jobs each year. The Merrill Lynch report said, despite the improvement in employment growth, the economy still fell "well short of the required rate to achieve the Asgisa target". The economy's employment intensity -- the number of formal jobs (excluding agriculture) per R1-million worth of production -– has declined from about 16 in 1967 to less than eight in 2006.

Unless this trend stabilises, the economy will have to grow its GDP by an average rate of 7% to meet the Asgisa employment target, the investment bank warned. South Africa will have to create 510 000 jobs a year, a job growth rate of 3,5%. Employment has grown by an average of 2,7% each year for the past five years. - Sapa

**Mail&Guardian** online
www.mg.co.za

**Gear blamed for public service vacancies**

Tumi Makgetla

*01 June 2007 07:59*

About 42 000 nurses' jobs are going begging in South Africa -- and the trade unions blame government's macro-economic strategy, Gear, for the critical staff shortage.

Among the union demands, in this year's acrimonious pay talks, has been the filling of all vacancies in the public service, which is estimated at 35%. Public service director-general Richard Levin told a media briefing last November that according to the government's salary system, Persal, there are 320 000 vacancies in the state sector. Levin added that most of the vacancies were unfunded, given that 97,8% of the personnel budget was spent each year.

Government officials say administrators often create new positions, but fail to destroy old, unfilled positions. Levin said the vacant posts would have to be abolished to reflect the true vacancy picture.

Vacancies are particularly acute in healthcare. The Western Cape department of health said in April this year that it only had 214 nurses in Cape Town clinics and needed 468 more. Government admits a 15% vacancy rate in the province. A study by the labour think-tank Naledi found there was a 30% staff shortage at Gauteng's Chris Hani-Baragwanath Hospital.

Nehawu general-secretary Fikile Majola blamed Gear for the high level of vacancies, as it had forced the state to shrink personnel expenditure to create a "slim public service". A health department employee conceded that it was hard to attract clinical nurses because of poor salaries, working conditions and security. Majola said the government had revised its approach in 2000 by setting out to build a stronger state. However, departments lacked the budget to fill their now significant vacancies.

In his 2007 budget speech, Finance Minister Trevor Manuel said the state would increase nurses' salaries by R4,6-billion over the next three years and would hire an additional 30 000 healthcare workers. He also promised R8,1-billion to employ more people in education.

Public Service and Administration Minister Geraldine Fraser-Moleketi told the South African Local Government Association (Salga) this year that skills shortages hampered the government's efforts to fill vacancies, and that it had to compete with the private sector or offers for skilled personnel overseas.

This was one of the reasons why government has started to consider reviewing salary packages for certain categories of employees, she said. Independent policy analyst Ebrahim Khalil-Hassen stressed that public service employment had a key role in meeting the government's aim of halving joblessness by 2014.

This could be done through initiatives under discussion such as public service internships for high school graduates. Other labour-absorbing programmes could focus on early childhood development and home-based HIV/Aids care.

Khalil-Hassen pointed out that most public servants were on the "front line of service delivery", with only about 200 000 civil servants in senior "pen-pushing" posts of deputy director and above.

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**Uneven results forecast for millennium goals**

Thalif Deen | United Nations

*04 July 2007 11:12*

The world's 22 rich nations, comprising the Paris-based Organisation for Economic Cooperation and Development (OECD), grudgingly doled out about $104-billion in official development assistance (ODA) to the world's poorer nations in 2006.

But just one solitary OECD member -- the United States -- has spent or allocated a staggering $456-billion on the ongoing five-year-old destructive war in Iraq. "The financing of destruction has overtaken the financing of human development," says Yoke Ling, of the Third World Network, a development-oriented NGO based in Malaysia. "Every dollar spent on the Iraq war could have been used instead to bring us closer to the Millennium Development Goals [MDGs]."

As the international community reaches the midpoint between the adoption of the MDGs in 2000 and the target date of 2015, the United Nations on Monday released a 36-page report, described as "the most comprehensive global assessment of [MDG] progress to date". "The results are, predictably, uneven," said the study, which takes stock of the successes and failures in achieving the

MDGs. The goals focus largely on reducing global poverty and hunger by 50% by the year 2015.

Other goals include universal primary education; promotion of gender equality; reduction of child mortality by two-thirds; cutbacks in maternal mortality by three quarters; combating the spread of HIV/Aids, malaria and other diseases; ensuring environmental sustainability; and developing a North-South global partnership for development.

**'No new promises'**

In a foreword to the study, UN Secretary General Ban Ki-moon says unequivocally: "The world wants no new promises." But he complains that the "lack of any significant" increase in ODA since 2004 "makes it impossible, even for well governed countries, to meet the MDGs".

Ban points out that "adequate resources" need to be made available to countries in a predictable way for them to be able to effectively plan the scaling up of their investments. "Yet these promises remain to be fulfilled," he declares. In 2005, ODA rose to a record $106,8-billion, due primarily to large debt-relief operations, most notably for Iraq and Nigeria. In 2006, substantial debt relief to these two countries began to drop out of the equation, causing net aid disbursements to fall to $104-billion -- equivalent to 0,3% of developed countries' combined national income.

And in real terms, official aid dropped by 5,1%, the first decline since 1997, according to the UN study. The only five donors to reach or exceed the UN target of 0,7% of gross national income for development aid -- set by the General Assembly about 37 years ago -- were Denmark, Luxembourg, The Netherlands, Norway and Sweden.

The study says that 16 of the 22 countries of the OECD's development assistance committee, however, met the separate 2006 targets for ODA they set at the 2002 Monterrey Conference on Financing for Development.

**Defaulter**

But the biggest single defaulter is the US. In 2006, net ODA by the US, the largest donor, was $22,7-billion, a fall of 20% in real terms, according to OECD figures. Yoke Ling said: "The past decade has been filled with lofty promises by the rich, in the name of poverty eradication and raising human dignity in the developing world."

But the reality is "shameful". She pointed out that the UN's development role has been weakened, while the World Trade Organisation has become even more of an arena for global businesses to pry open emerging economies with the result of further marginalisation of poor countries.

Last week, the National Priorities Project (NPP), a research organisation based in Washington, placed Iraq war spending in a domestic context. The NPP said the

$456-billion Washington is spending on the Iraq war could have been disbursed locally to provide about 5,7-million people with healthcare coverage for a five-year period and about one million affordable housing units for the homeless in the US.

The US military spending in Iraq could have also provided 4,7-million students with tuition-free education in a state university for four years, while 430 000 schoolteachers could have been hired in the US during five years of an overseas war in Iraq.

Meanwhile, the UN study singles out some of the progress made in achieving the MDGs over the past seven years. The proportion of people living in extreme poverty -- living on less than $1 a day -- fell from nearly 1,25-billion in 1990 to about 980-million people in 2004. "If the trend is sustained, the MDG poverty reduction target will be met for the world as a whole and for most regions."

**Progress**

The study also said that progress has been made in getting more children into school in the developing world: enrolment in primary education grew from 80% in 1991 to 88% in 2005. Additionally, women's political participation has been growing, but slowly. Even in countries where previously only men were allowed to stand for political election, women now have a seat in Parliament.

Child mortality, on the other hand, has declined globally, and the right life-saving interventions are proving effective in reducing the number of deaths from the main child killers, such as measles. And the tuberculosis epidemic, finally, appears on the verge of decline, although progress is not fast enough to halve prevalence and death rates by 2015.

The report also underlines some of the key challenges that have to be addressed in the march towards MDGs. More than half a million women still die each year from treatable and preventable complications of pregnancy and childbirth, while the number of people dying from Aids worldwide increased to 2,9-million in 2006. At the same time, prevention measures are failing to keep pace with the growth of the epidemic.

According to the study, half the population of the developing world still lacks basic sanitation, while most economies have failed to provide employment opportunities to their youth. On the other hand, the benefits of economic growth in the developing world have been unequally shared.

The report also warns of the devastation that could be triggered by global warming because emissions of carbon dioxide rose from 23-billion metric tonnes in 1990 to 29-billion metric tonnes in 2004. "Climate change is projected to have serious economic and social impacts, which will impede progress towards the MDGs." –

# Transformation and Development:
# A South African Perspective

**By James Taylor**

**Community Development Resource Association**

**1998**

## 1. BACKGROUND

The Community Development Resource Association (CDRA) is a South African NGO which provides Organisation Development consultancy and training services to other non-government service and community based organisations involved in development. Over the past 10 turbulent and triumphant years of struggle in South Africa, the CDRA has been lending assistance to a large number and wide range of development organisations striving, against all odds, to remain effective in their complex, changing and often contradictory tasks.

For many years these organisations have been actively engaged in struggling for the transformation of the total society at a broad political level, while simultaneously attempting to deliver much needed resources and services to many of those communities intentionally overlooked and excluded from state provision under the apartheid regime. The culmination of the efforts of all the forces struggling against apartheid resulted in the first democratic elections in South Africa in April 1994. This was an event which so many were striving for, yet few, if any, would have predicted how the moment of dramatic change

would come about - or that it would happen so soon. Furthermore, and despite being amongst those at the forefront of the forces striving for change, there is nothing that could have prepared the development sector for the challenges it would face in remaining a significant contributor to South Africa's ongoing process of transition and transformation.

For many years the CDRA has recognised the unique range of opportunity it has had of sharing so intimately in the practical challenges faced by the sector, and has consciously attempted to draw as much learning as possible from the experience. Along with learning enormous amounts from the intentions, activities and achievements of others, the CDRA has also been pursuing its own focused exploration into the theory and practice of development. Development is an obvious theme for the CDRA to attempt to deepen its understanding of as it is central to all that it does. It is not only involved in interventions into the development processes of its client organisations, but these organisations are themselves involved in community development.

This article will attempt to use elements of our understanding of development as a process over time to explore, at a fairly macro level, the fundamental challenges facing the development sector in South Africa. It concludes by arguing that the South African development sector is challenged to avoid succumbing to either wholesale collaboration with, or opposition to the government. Rather, it should focus on developing the capacity of local communities to exert ownership and authority over their lives and the governance thereof, through developing true independence.

## 2. THE "DEVELOPMENT SECTOR" IN SOUTH AFRICA

The struggle against the apartheid regime in South Africa was taken up by a very wide range of progressive organisations, and individuals both within the country and beyond. Organisations engaged in greatly divergent core activities found common ground in their commitment to challenging and ultimately overthrowing a government viewed as completely without legitimacy. Broad and loosely integrated political movements within the country such as the Mass Democratic Movement and the United Democratic Front reflected the coming together of progressive forces providing them with the means of contributing to the strategies of the political organisations at the forefront of the liberation struggle. The power, omnipotence and increasing desperation of the common enemy moulded this diverse group together in their shared objective.

Within this movement were a large grouping of organisations which incorporated within their objectives the meeting of the political as well as the practical and physical needs of the people they served. In many organisations the need to remove an oppressive and racist regime and the need to provide services and resources to communities came together. The political struggle and the struggle for improved quality of life and access to resources became one. The essential nature of the strategies employed in this two pronged struggle differed fundamentally. On the one hand it was essentially destructive in its objective to undermine and overthrow the system. On the other, it was essentially creative in its attempts to overcome the effects of enforced marginalisation through generation and mobilisation of resources both within and outside of communities.

These organisations collectively form what is referred to in this article as the "development sector" in South Africa. The unique history of this country has resulted in there not being a sector which defines itself specifically as the "community development" sector. There are, however, many CBOs and NGOs which identify themselves as being directly involved in development. The exact numbers are greatly contested but there are thousands of development organisations - those which, for instance, would find it completely natural to combine the provision of early childhood education, housing, water, primary health care or services for the disabled with subversive political activity. Not only did the development sector contribute to mobilising and organising people in the struggle for political liberation, but against enormous odds, it developed vast experience and expertise in delivering high quality services to those who need them most.

There is no doubt that the sector has contributed significantly to the change process in South Africa, but four years on from 1994 the reality that we are still struggling with transition cannot be escaped. Just as we realise that the struggle as we knew it really is over - that all we knew so well and had become so expert at is now no longer required - so has a new struggle already commenced. For this struggle we need to take stock of what expertise the sector has in relation to what it requires.

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## 3. DEVELOPMENT AND SOCIAL TRANSFORMATION

In an attempt to better understand the future challenges facing the sector I will attempt to share some rudimentary elements of CDRA's understanding of development, particularly in relation to social transformation.

What makes the exploration of the concept 'development' so difficult is that the word has long been one of these "spray-on aerosol words" applied to an increasingly wide range of situations with a diverse array of meanings. It is a word used extensively outside of the development sector, and even within the sector it is often applied with little thought as to what is actually meant by it. As the word is so central to what the CDRA does, we have tried to find meaning in it that helps us focus and develop our own practice.

At the core of our understanding is the recognition that development is an innate and natural process found in all living things. It is important for us to understand that as development workers we do not "bring" or deliver development, but intervene into development processes that already exist. Whether the intervention is into the life of an individual, organisation or community it is critical to realise that the process of development is already well established and needs to be treated with respect. The most fundamental challenge facing the development practitioner is to understand the development process into which she or he is intervening. To know where the individual, the organisation or the community is located on its own path of development. To understand where it has come from, how it has changed along the way and what the next development challenge is likely to be.

Equipped with this knowledge and understanding the practitioner can begin to assess how the resources that they bring will impact on the development process. Some of the most common examples of the consequences of the inappropriate introduction of resources are the increase of dysfunctional dependency on the provider of the resource, and the inappropriate use or abuse of the resources to the detriment of the recipient. Equally it is at times almost miraculous to experience the difference that the provision of appropriate resources delivered in a sensitive and developmental way can make to the genuine empowerment of the recipient.

To locate the recipient of one's services on their own particular path of development, and understand the implications of the point it has reached, is obviously not a simple process of quantitative measurement. One of the most basic models that we use in trying to understand more of the process of development identifies three discernable phases of *ideal unimpeded* development which we apply to understand humans as well as the social systems they create. The first phase characterised by **dependence** is a period of great learning and skills acquisition in which others play a major role in providing the environment and resources required for growth. The second phase of **independence** entails a fundamental change in relationship and a period of testing and personalising skills and competencies, using them to act and impact on the environment in ways that help establish the actor as unique and self-reliant. The third phase involves another fundamental change in relationships towards increasing **inter-dependence**- the actor now understands that the full realisation of own potential is achieved only through effective collaboration with others.

Many examples can be found to illustrate the application of this model in trying to better understand development in different situations. In the human individual the three phases would correspond with childhood, adolescence through early adulthood, and mature adulthood. The "pioneer", "differentiated" and "integrated" phases of development often referred to in organisation development theory can also be better understood when the phases are explored from the perspective of dependence, independence and interdependence. Even when looking at the development of the fundamental relationship between humankind and nature (or the environment) over the ages the application of the model adds insight. From dependence on nature, to the rational scientific phase characterised by attempts to gain control over nature and become independent of it, leading to the conscious rediscovery of environmental sustainability possibly heralding a developmental shift from independence towards inter-dependence.

It is critical that these phases are all recognised as developmental and one is not judged as being superior to any other. The full and positive experience of each phase provides learning and capabilities which are vital to the ability to engage in the next phase. Each phase is essential to the next and each subsequent phase carries within it the experiences of the phases which preceded it - it is not possible to skip phases. Although skilled and sensitive interventions can help avoid and even remove hindrances and blockages to the process, thereby minimising unnecessary developmental delays, development does have a pace of its own. There is an absolute limit to the extent to which it can be speeded up

through the application of increased resources and developmental interventions.

Another defining characteristic of the development process, one which sets it apart from quantitative growth, is its non linear nature. Development does not constantly progress along a smooth incremental line, at critical points in the process there are periods of significant crisis and turmoil, periods when everything that has previously provided stability and meaning are questioned and challenged, periods where conflict is often symptomatic. These developmental crises serve a critical function in providing the impetus for letting go of the old in order to take on the new. Often the crises need to be of such gravity that those involved know that there is no option other than to break the old forms in order to build the new.

The change that occurs at these points in the developmental process is beyond amending the old, it is about shifting paradigms, it is real transformation. Transformation is one of those words which is becoming increasingly common in every-day use to denote change of varying magnitude. Transformation, as the word is used today, can be achieved by an organisation after a three day workshop, a person can be transformed by purchasing a new outfit or by sporting a new hairstyle. When applied to the model of development we are discussing, transformation refers to a much more profound and fundamental change of form which requires the breaking of the old in order to adopt a new form in response to a radical change in function. The seeds of crises are sown in each phase of development and grow at their own pace as the process unfolds, the passing from one phase to another is prompted by their germination.

Transformation, in this sense, then becomes an integral part of the development process.

## 4. CHALLENGES FACING THE DEVELOPMENT SECTOR IN SOUTH AFRICA

Returning now to the development sector in South Africa let us apply the model discussed above in an attempt to understand better the challenges that it faces. The liberation struggle had everything to do with a shift from dependence to independence in the relationship between "the people" and the state. Obviously this was not simply a natural, ideal, unimpeded developmental process but a planned and calculated opposition to a well planned and oppressively anti-developmental regime. Even though apartheid was designed to undermine, dehumanise and victimise the majority of the population the development process continued. In keeping with the above model, it can be said that this period of enforced dependency could not suppress the learning and acquisition of skills that inevitably leads towards the crises that pre-empt the second phase of independence. Initially the political and labour organisations, joined latterly by development organisations laboured towards this end of independence. In its own time the crises "germinated" ultimately forcing the historic handing over of power to a democratically elected government in 1994.

However, a nationally elected, democratic government did not result in "independence" in the sense in which I have used it. In fact, elements of the crisis of transition endure to the present. These are found in the constant danger of anarchy and lawlessness as attempts are made to dismantle the old

without having the benefit of any experience of the new, what exactly it should look like or how to bring it into being. This is a period in which there are enormous temptations to grab hold of, or cling on to, old ways that are tried and tested.

Within the varied and complex impact that the crisis of transformation has had on all organisations, there are a few clear and common challenges that face the development of the sector as a whole. The first challenge lies at the level of the core identity of the sector – it's very purpose in society, particularly in **relationship to the state**. The resulting challenge is often described as "moving from protest to development", it implies a paradigm shift from the destructive focus of toppling a regime, to a creative role of participating in building something in its place which is unique and capable of addressing some of society's most intractable problems. It demands a shift from a relationship with the state which was unambiguous in its opposition to an untried and much more complex combination of cooperation and containment.

Whereas the ever presence of an omnipotent enemy provided clarity of focus and purpose in the past, there is now the need for experienced and visionary **leadership** as never before. But in its greatest hour of need the sector has lost many of its most experienced leaders and managers to both the public and private sectors. While attesting to the effectiveness of the sector in attracting and training skilled people in the past, this mass exodus has contributed substantially to the deepening of the crisis in which it finds itself.

Another challenge facing the sector is the fundamental shift in the accessibility of **financial resources** on which it has depended. Many international donors which actively sought opportunities to support the sector in the past have either "changed, or are changing, their strategic focus" (or in other words have either moved on or are planning to do so), or have become involved in bilateral funding agreements with the new government. Those that continue to fund are, at short notice, setting new and stringent criteria for proving impact and efficiency in their chosen areas of interest which places an additional burden on organisations to change. The new government in its turn has still not managed to put into place the mechanisms to effectively and efficiently disburse development funds to the non-governmental sector.

Finally the **demand for the delivery** of development resources and services has increased dramatically along with the intentions and policies of the new government and the expectations of its constituency. As the frustration of unmet expectations grows the government is increasingly turning to the NGO sector in the hope that it can deliver on a scale which is completely beyond its capacity and resources.

Individual organisations have responded differently to these challenges. Almost inevitably many have already simply ceased to exist as a result of some combination of the above shifts in the environment in which they operate. Almost without exception organisations have had to review quite fundamentally their core purpose and key relationships particularly with regard to the new state. This process is made extremely difficult and is protracted to the point of being ongoing as so much in the society is in transition and formation. In many

ways the sector is undergoing a process of normalisation in its relationships with the state. A more natural range of types of relationships are starting to emerge with some organisations moving closer to the state and becoming increasingly dependent upon it for their survival and others adopting more oppositional roles including advocacy, lobbying and "watch dogging". As funding sources reposition themselves most organisations are having to consider seriously issues of financial sustainability with some being forced to "downsize" and others closing their doors altogether.

But relating the continuing crisis and accompanying challenges back to the development model these must be seen as representing a critically important moment in the life of the sector. The very gravity of the crisis brings with it the power to force those in the sector to let go of that which has become a dysfunctional tie with the past in order to search for the new. Before finding its new form the sector must understand its new core function - as form always follows function. The previous dual functions of providing services and resources to communities and toppling the discredited regime are clearly of the past. Those communities previously excluded from state provision are now the very ones that have voted the new government into power and as such are the target beneficiaries of the more equitable redistribution of state controlled resources.

It is my view that resolution of the future relationship between the government and the non-government sector lies at the heart of the search for new identity, purpose, and form of the development sector. It is significant to note in the model of development that shifts in phases of development are characterised

by changes in the nature of relationship - from dependence, through independence to increasing interdependence - without skipping phases. The remainder of this article will explore this view further, and suggest that South Africa's development sector will emerge out of its present crisis once it has resolved an "independent" relationship to the state.

## 5. THE CHALLENGE OF DEVELOPMENT: INCREASING INDEPENDENCE

The application of the model to the relationship between the development sector and the state raises some interesting questions. The first is whether the sector is emerging from a phase of dependency, or did the process of struggle bring those who participated in it through the first crisis to the independent phase. If the latter were the case the present crisis could be heralding the onset of the ultimate inter-dependent phase in the relationship with the state. In many ways this question highlights a fundamental dilemma facing the sector as it strives to define its role and purpose in the emerging society and is the subject of much heated debate. At the centre of the debate is the question of whether development organisations should be moving closer to the state as a partner cooperating in the delivery of services, or should it take a more adversarial role (in which it is very skilled) putting pressure on, and making demands of the state. This latter role being promoted by many international donor agencies in their support for lobbying and advocacy functions in organisations.

However, I believe we are being faced by the challenge of moving from dependence to independence. The indicators that inform this opinion are to be

found at community level where many have transferred the hopelessness of their oppressed dependency on the previous regime, to a hopeful dependency on the new government to rectify and recompense for the injustices of the past. As those who have perhaps achieved independence through the struggle move into government, there are increasing numbers of individuals and organisations who are already moving back towards their old oppositional stances and accusing the government of being the "new elite" with little interest in the real needs of those who put them in power.

By contrast, and in other communities there are new expressions of independence emerging - a response which is not that of the dependant, or the victim, but is borne out of a willingness and eagerness at community level for people to take control and do things for themselves. There are increasing instances where communities are using their skills to mobilise and organise very effectively around the new challenges that face them. They are dealing with crime at community level, no longer waiting for the state to take the initiative but taking responsibility for ridding their area of crime, and demanding *support for their initiatives* from the authorities. There are those challenging the education authorities and taking direct responsibility for the quality of education and teaching in schools at a community level; groups of women undertaking to build their own houses; rural communities not waiting for expensive government water schemes based on technology that they can't afford or maintain, but implementing creative and appropriate solutions.

The future role of the development sector lies in retaining and strengthening its commitment to the development of the non-governmental structures at

community level. The next challenge, therefore, is to consolidate on the gains being made by some communities and people, and for communities to develop sufficient independence to take genuine ownership of government at the local level. This ownership will have come about when communities ensure that their "real" leaders are representing their interests on the local government structures. Those who have proved themselves in the community organisations of being leaders who can be trusted to understand and represent the real needs and interests of the community must take the next step on the political ladder and go into local government. In this regard, the non-governmental development sector has an immense challenge - a truly developmental challenge - of facilitating the shift from dependence to increased independence at community level.

This independence is not only achieved by communities being more vociferously demanding of those on which they depend, but in doing more for themselves, in learning to depend on their own knowledge of their needs and understanding of how best they can be met. In ultimately, expecting to be served by government not out of a culture of entitlement, but out of an increasing sense of ownership and control. In order to achieve this transformation communities will require resources which are accessed in ways which do not foster dependence but promote development. This is the role of development organisations.

The temptation for the development sector to gravitate more towards assisting the government is great. The services they can provide, as limited as they are, are needed as they could contribute much to the government's ability to deliver on its commitments. The state has much needed financial resources, and the

development sector now has many "friends" in government, both from within its own ranks, and from the political links of the past. But if it is to assist the new government in achieving genuine transformation it must identify itself more with those at the periphery of society than those at the centre. There are still many challenges to institutionalising South Africa's democracy - and the first challenge is to help build the capacity of communities such that they are able to interface with institutions of power from a position of strength. From a position of independence.

This period of crisis has to be used to ensure genuine transformation and avoid succumbing to the powerful forces that work, within all of us, against change. The process of transformation cannot be solely entrusted to those in national government, and until the ownership of government is a practical reality at local community level the transformation of the society will not be complete.

# Course evaluation form

Date: _____          Facilitator/s: _____

## What did you like about the course?

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## What part of the content was most useful to you?

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## What was not useful to you?

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**What did you not like or would change about the course?**

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**Please rate the following (circle or underline your choice):**

| Facilitation | Excellent | Good | Not Good |
|---|---|---|---|
| Pace | Perfect | Too fast | Too slow |
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**Do you have any other comments or feedback for the facilitator/s?**

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