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Final Report

**TECHNICAL ASSISTANCE &
TRAINING NEEDS ASSESSMENT:
ASSESSING GENDER CONSTRAINTS
AMONG COLD GRANTEES**

A Report to USAID/S.Africa and AID/S&T/WID

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GENESYS

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EXECUTIVE SUMMARY

INTRODUCTION

The following study was conducted to assess the training and technical needs of USAID/South Africa COLD Project Grantees, especially as they relate to gender constraints and issues. The study was conducted on 16 diverse but representative organizations funded under this project. The goal of the study was to investigate how these activities are addressing the needs and developing the capacity of South African women (particularly Black South Africans) both in the program area, and in the internal management structures of the organizations themselves.

A breakdown of the size and management structure of the organizations reflects trends in management and skills- strengthening needs. The larger NGOs tended to be White-male dominated, with a small percentage of Black staff, while smaller ones showed patterns of Black-female directorship. The following sections will describe the general program activities of these organizations, as well as the management issues and observations which have led to a series of recommendations for improving the delivery of services and the ability of organizations to address the problems of women.

MANAGEMENT OBSERVATIONS AND RECOMMENDATIONS

The changing environment of South Africa is affecting both the focus of organizations as well as their ability to meet the new challenges they face. From being change agents they are now finding it necessary to become development and reconstruction entities, and many have yet to define for themselves an organizational strategy or development philosophy. Structurally, too, NGOs need to change in order to find the skills required to carry out new programs. Rapid growth is an issue facing many and causing management issues to surface which had previously been dealt with in an ad hoc manner by small staff size, continual personal interaction, and often ill-defined roles and staffing patterns wherein everyone did everything as needed.

The key issues found in addressing the constraints faced by women in enhancing their roles within the management structures of organizations are two-fold. These are: 1) female staff have often not had the opportunities for management and higher technical training which would enable them to progress within or between organizations, and 2) many of the organizations, especially those headed by White males, are not addressing the development of staff, nor are they looking at the potential for proactive non-racial change activities within their own staff recruitment and promotion personnel systems.

In addition to the above-mentioned and specifically gender-related management issues that were identified, there are other problems within the organizations which lead to

weakening of programs and the inability to address the needs of the target populations as effectively as is possible. The following recommendations are made in the management sector which, if implemented, will strengthen the capacity of these organizations to carry out their programs, and will help them begin the process of defining organizational strategies and developing new internal management policies to meet the needs of the "new South Africa."

- **SA-Based Long-Term Training:** A long-term training program is needed for NGO grantees in the management of non-profit organizations. Most managers of NGOs have had no formal administrative training, and what has been available is geared to profit-making businesses and is generally not transferable to the non-profit sector. The course should be aimed at Directors and coordinators of organizations or projects, and should cover topics such as:

- Financial management
- Planning
- Program development
- Personnel Management
- Development of Boards and Executive Committees
- Proposal writing and fund raising
- Utilizing Volunteers
- Computer training
- Marketing and Publicity

The program would take place over a year or eighteen months in intensive, residential one-week periods every two months.

- **US-Based Long-Term Training:** Through a buy-in to the ATLAS project, long-term non-profit management training should be provided to selected women staff members.
- **Short-Term Training:** A significant number of short-term training needs to strengthen the staff within organizations and their programs have been identified. These courses would be conducted on a one-to-five day basis. In some cases the general workshop would be followed up by individual consultations to an organization, depending on their need. The recommendations are as follows:
 - Assertiveness Training
 - Board and Management Committees
 - Budgeting and Financial Management
 - Communications

- Computer Skills Training
- Fund-raising and Proposal-writing
- Goal Setting
- Improving Written Communications
- Marketing and Public Relations for Non-Profits
- Personnel Management
- Strategic Planning
- Supervision
- Time Management
- Working with Volunteers

■ **Technical Assistance:** The need for technical assistance addressing management issues of COLD grantees is not strong in most cases, and can generally be dealt with through short interventions following the above-listed training workshops. However, there are a few areas in which certain organizations will need more intensive, individual attention:

- **Dealing with Rapid Growth:** One organization is currently facing this problem and others will be facing it in the near future. Role changes, lines of communication, internal management structures and program objectives need to be reviewed and organization-specific assistance given.
- **Implementation of Affirmative Action Policies:** Several organizations appear to have no policies for the recruitment and training of women and Blacks within the organization, and there are low numbers of professional positions filled by individuals from these groups. On-site technical assistance in helping organizations grapple with their organizational philosophy and implementation of such changes is recommended, with an outside facilitator.
- **Team-Building:** A number of organizations expressed an interest in team-building to assist them in improving their ability to utilize the

skills within the organization effectively and work together to meet the organization's objectives.

Depending on the resources available, it is our recommendation that these issues be addressed through individual consultancies and organizational interventions with each organization. Other recommendations specific to individual organizations are noted in the body of the report.

PROGRAM OBSERVATIONS AND RECOMMENDATIONS

The COLD grantees perform a range of development activities in their target communities, including AIDS education, agricultural training, business development, youth development, technical skills-training, literacy training, community organization, childcare and creche formation, and many others. Among the many skills needed by staff are those enabling them to effectively transfer knowledge to the beneficiaries which is generally accomplished through training programs. The following recommendations reflect patterns which were identified as training needs of several organizations the team interviewed, and for which training programs could be designed which would cost-effectively address the skill areas needing attention.

- **Working With Women Workshop:** Though women figure as participants in most training programs, their participation is minimal and they often have little ability to speak out in front of men. In other workshops, though women form part of the potential attendee target group, they are not chosen by the community groups to receive training. These issues are some of the ones which the grantees need assistance in addressing, including skills development for facilitators in techniques to draw out reserved women in groups and in front of men, and marketing and recruiting techniques that can be used to encourage client organizations to send women as participants.
- **Training of Trainers Workshops:** Two workshops are needed which will improve the ability of grantees to train their target populations.
 - **General TOT:** Further training in facilitation and group dynamics is needed for most of the staff who work directly with beneficiaries. A basic/mid-level course and an advanced course are needed as some individuals currently conducting training programs have had no skills training in adult and non-formal education, while others have had several TOTs in the course of their careers.

- Management TOT: Grantee staff find that one of the greatest needs of their beneficiaries is management skills in order to capably run the community organizations and projects which they develop. Skills in management training -- financial administration and accountability, planning and goal setting, supervisory skills, time management, etc. -- so that these topics can be transferred to beneficiaries, are needed.

- **The Role of NGOs in Informing and Influencing Policy Workshop**: The NGOs have grassroots experience and a vast fund of practical knowledge of issues ranging from education curricula to welfare assistance to the impact of business and trade laws on the private sector. They would like to share this experience with the policy-makers in a constructive, informative mode, especially as South Africa enters a period of forming new regulations and policies which will affect activities for years to come. An understanding of different theories, techniques and methods for influencing and informing policy-makers is needed, as well as a forum for networking and developing their forces as instruments of change.

- **Small Business Development Workshops**: Two workshops are needed in this area:
 - Small Business Development Workshop: This workshop will transfer skills in training beneficiaries in areas such as product identification, market surveys, business plan development, confidence building and public speaking, financial administration, etc. It will also discuss various program alternatives for conducting workshops of this nature with beneficiaries, and give background on entrepreneurship and successful program activities in other countries.

 - Development of Revolving Loan Fund Workshop: Several organizations are considering implementing credit fund programs, but have no knowledge of the complexity and issues (such as whether and why to charge interest) surrounding this activity. A workshop is needed to educate the grantees on managing loan fund programs, and provide them with insights on successes and failures experienced in other similar programs.

- **Building a New Society Workshop**: South Africa today is struggling with finding ways to resolve differences and work for understanding between races and ethnic groups. Many organizations find themselves in environments

needing skills in conflict resolution, and others find within their organizations the need to address issues of affirmative action, and communication. The proposed workshop would provide training in conflict resolution and skills in how to address racial issues, especially for service organizations who are called in to conduct organizational development interventions for other agencies. This topic is deemed a delicate one by the interviewees, but a growing need for skills in this area is acknowledged.

As with the management strengthening areas, needs specific to individual organizations and individual staff in some organizations were identified. These included such skills areas as improving the English of a new staff member, providing organic farming training to another, training one organization in counselling skills, and so on. The details of these analyses can be found in Annex C.

To design and conduct the above workshops, the team recommends an initial combination of U.S. experts paired with local organizations. Several organizations for various topic areas have been identified. While some of them already have skills for conducting such workshops without outside assistance, they themselves have expressed the need to broaden their own experience and access to resources. Local organizations have also expressed interest in working to help train other local organizations in some of these areas, as the demand for certain skills such as management training is beyond their time and personnel capacity. Detailed discussions of these organizations and their capacities are found in the body of the report.

Several organizations expressed concern that a participatory methodology be used in the design of workshop, in order to avoid repetition of skills training already undergone, as well as to ensure that the context of South Africa is appropriately incorporated. Finally, a recommendation made by both the team and grantees interviewed, is that as many individuals as possible from an organization, including the top management, be included as participants in workshops, creating a critical mass for internal change and understanding within the organization.

SUMMARY

The COLD grantee program is undergoing exciting and interesting changes as the environment in which NGOs operate begins to open up and present new opportunities. In order for NGOs to keep up with the demands of their constituencies, new skills are needed and new strategies must be developed, both for the administration, of the organizations, as well as the implementation of their programs. USAID/South Africa has the unique opportunity to make an important contribution to the maturing, growing organizations which it supports. Through implementation of the skills-building and technical assistance activities recommended, USAID/SA will help prepare the COLD grantees for their new tasks and roles in South Africa.

I. INTRODUCTION

A. Overview of Grantee Organizations

Description of the Sample

A sample of sixteen COLD grantees was chosen by USAID/SA staff prior to the arrival of the team. The sample was governed by a few parameters. To facilitate travel and to better utilize the team's short time, the groups were limited to two regions -- the Transvaal and Natal. Within these locations, a diversity of organizations were selected, some national in scope, others local, some with diverse offerings in five or six program areas, others much more concentrated. In addition, a number of programs were chosen due to their specific focus on women's activities.

The following are brief descriptions of the organizations that were part of the sample for this assessment.

The Advice Centers Association (ACA) Women's Desk is a branch of the organization that specifically deals with issues of importance to South African women in the areas of legal rights, employment, health and education. The four year, \$160,000 program agreement signed in 1987 and amended in 1988 and 1990 provides for:

- o . Formation of discussion groups, seminars and working groups around issues regarding women's rights and their role in peaceful change.
- o Publications on women's roles and rights in society in regards to education, employment, politics, legal rights, among others.
- o Resource materials on women's issues to be placed in community centers around the country.

The Black Sash Advice Office Trust provides advice and mediation services that inform black South Africans of their rights and remedies for redress. In addition, the Black Sash offers training to other advice and mediation centers so that they may carry out their important role in an more effective manner. The four year, \$225,000 program agreement signed in 1987 and amended in 1989 and 1990 provides for:

- National and regional administrative support for offices in the Johannesburg and key regional offices.
- Training program for advice office workers throughout the country, including the production of a training manual.

Community Development Projects Association (CDPA) is a skills development project that is part of the Funda Center in Soweto. Its goals are to provide training for unemployed black youths through technical schools and independent programs. The five year, \$174,760 program agreement signed in 1986 and amended in 1988 and 1989 provides for:

- Bursary for Technical Skills Training, through a local technical school with follow-up apprenticeships in industry for masonry, carpentry and electrical skills.
- Sewing Training, through a locally developed program to improve sewing skills and to provide self-employment training.

The Council for Black Education and Research organizes and conducts non-formal education programs, monitors trends in formal education and conducts research and trains trainers. The five year, \$161,000 program agreement signed in 1986 and amended in 1988 and 1989 provides for:

- Programs in non-formal education for adults who wish to complete a high school certificate.
- Office skills training for women and men in secretarial and bookkeeping skills.
- Publications and research on education issues as they relate to the Council's beneficiaries.

Crisis Care is a church-based inter-denominational community organization that works in the Durban area. It provides a number of services including advice, outreach, emergency assistance with enforced removals, and training programs. The five year, \$262,000 program agreement signed in 1987 and amended in 1990 and 1991 provides for:

- Training for advice center workers.
- Workshops for youth and women that will establish a forum for consultation and provide for leadership training and skills development.
- Seminars addressing issues such as housing, violence in the community, and enforced removals.
- Administration of the program including salary for the program director.

Edendale Lay Ecumenical Centre runs a series of programs for the black community of Edendale and surrounding communities in skills training, gardening, literacy and formal

education. It also serves as a community center for the local area. The one year, \$56,000 program agreement signed in 1990 provides for:

- Leadership training and community seminars for community leaders and youth to devise strategies for meeting local needs.
- Remedial education for the study of sciences, math and English for high school students.
- Administration of the Centre as it carries out its pilot programs.

Human Awareness Program provides technical assistance and training to non-racial, democratic community-based organizations (CBO's) throughout South Africa. It provides training courses, training manuals, and individual consultancies in order to promote organizational effectiveness and skills training to the staffs of these organizations. The five year, \$195,000 program agreement, originally approved in 1987 and amended in 1991 includes:

- Training and manuals in basic office skills and organizational effectiveness and decision making.
- Payment of tuition fees for selected organizations to attend training courses.
- Consultation and design of specific materials at the request of organizations.
- Training of trainers in CBOs in needs assessment, adult education, program development, training skills and evaluation.
- Publications and media training to produce educational and resource materials and to train other CBOs in effective communications.

The Institute of Natural Resources is an independent applied research institute located at the University of Natal, whose purpose is to promote socio-economic advancement of rural South Africans. The two year, \$373,000 program agreement signed in 1990 and amended in 1991 provides for:

- Biyela integrated rural development project which will provide funding for the personnel, administrative and project costs for this project in rural Natal.
- Nansindlela research and development training farm which will provide funding for personnel, administrative and project costs for this demonstration farm and training center.

Rural Advice Center provides resources to assist communities in developing water resources through their own self-help projects. The community organizing section of the Center helps the community to develop a needs analysis, to form into participatory development committees and to implement their own self-help projects. The four year, \$485,000 program agreement signed in 1989 and amended in 1990 and 1991 provides for:

- Community organizers and coordinator support, including salaries, training, and field support to carry out the program in rural communities.
- Legal assistance, to provide representation to the communities to deal with legal needs and harassment of the community members and staff.

The Southern African Association of Youth Clubs (SAAYC) provides training, field support and program assistance to youth organizations in the black community. It works with over 180 black youth clubs and offers training courses to their leaders. The three year, \$431,000 program agreement, signed in 1989 and amended in 1989, and twice in 1990, provides for:

- Assistance and training for youth clubs, fieldworkers and other related staff.
- Youth Leadership training program, for providing a three year formal training program for youth leaders at Wits university.

South African Black Social Workers Association (SABSWA) was established in 1945 to meet the professional needs of black social workers. In response to the needs of black youth, SABSWA works to develop youth projects throughout the country. The three year, \$150,000 program agreement signed in 1990 provides for:

- Youth program development to include leadership training and other programs for youth, as well as the training of trainers for these programs.
- AIDS education and counselling program that will train social workers in AIDS counselling skills and the psycho-social aspects of AIDS.

The Township AIDS Project provides information and training to individuals and CBOs in the townships on AIDS education and prevention and counseling. The program works with youth, women, mothers, men and the gay community. The two year, \$242,000 program signed in 1991 provides for:

- Information and training to youth, women's and mothers clubs and to men in non-formal settings.

- Counselling services for persons with AIDS, HIV+ persons and people who live with AIDS sufferers, as well as providing other resource materials and support in the townships.

The Trust for Christian Education and Outreach provides a wide range of community development and education programs through eight decentralized centers located throughout South Africa. From its central office in Pietermaritzburg, the Trust trains local staff and provides the resources necessary to carry out their programs. The three year, \$1,053,000 program agreement signed in 1988 and amended in 1989 and 1990 provides for the funding of its eight branches to run the following programs:

- Resource centers and community development and self-help projects for the self-defined needs of the local communities.
- Advice offices in several of its communities.
- Education programs, including literacy and bursary programs for disadvantaged individuals.
- Program Administration and training to cover local center and training staff.

The Valley Trust provides a series of integrated initiatives for rural communities in Natal. The Trust, which has been working in the region for many years, has developed participative mechanisms for local communities to decide and act upon their developmental priorities. The five year, \$187,000 program agreement signed in 1987 and amended in 1990 provides for:

- Training and technical assistance for local development committees in rural Natal.
- Development projects as identified and carried out by the local development committees.

The Vuleka Trust provides ecumenical training and education at the Koinonia Conference Center in a semi-rural area of Natal. It offers training programs on conflict resolution, negotiation and human relations for individuals and organizations throughout the country. The two year, \$200,000 program agreement signed in 1990 provides for:

- Courses in human relations, designing educational programs and conflict resolution skills for community organizations, churches, educational institutions and business people.
- Community service program for high school students that design and carry out local service projects.

- Communities in crisis program which focuses on how individuals and communities can deal with violence in the region.
- Staff development which will provide training opportunities to upgrade the skills of the Trust's staff.

The Zikhuliseni Community Programmes is an umbrella body established by the Conference of the Methodist Church of South Africa that assists communities to define and act upon their own developmental priorities. Zikhuliseni provides technical assistance in the areas of skills training, financial management, marketing and project management, as well as undertaking pilot research activities in order to determine the viability of development schemes. The two year, \$151,000 program signed in 1990 and amended in 1991 provides for:

- Identification and training of burial societies as a means for promoting economic and community development.
- Botshabelo Agricultural Project to promote agricultural self-sufficiency in a rural resettlement community.

NGO Characteristics

Table 1 shows a breakdown of the organizations visited with some sample statistics about the organization. These statistics were chosen by the team to give an idea of both who was working within the organization and who the beneficiaries of the program were. The latter information was taken from the semi-annual reports of the organization and corroborated by interviews.

From these statistics, the COLD grantees can be broken into three categories by size of staff -- large, medium and small organizations. As seen in the summary Table 2, the size of the organization generally gives rise to a set of characteristics, which in turn have some implications for recommendations for training and technical assistance which will be discussed later.

Women in these organizations make up a sizeable component of the staff, especially in the smaller groups. They are found more frequently in leadership and professional staff positions in smaller organizations than in larger ones. In fact, the number of women involved in large organizations may be overstated for two reasons. The first is that one organization (out of the four in this category) is predominantly female at all levels, which significantly elevates the statistics. The second is that the two other large organizations have limited numbers of professional women on staff. The women employed in these organizations are in clerical and maintenance positions.

Another difference is in the numbers and jobs descriptions of black staff members. The larger organizations, with the exception of the Trust for Christian Outreach and Education

Table 1

Cold Organizational Matrix

	ACA/ Women's Desk	Black Sash	CDPA	CBER	Crisis Care	Edendale Lay Ecum Ctr.	Human Aware. Prog.	Inst. for Natural Resources	Rural Advice Center	SAAYC	SABSWA	Township AIDS Proj.	Trust for Christian Education/ Outreach	Valley Trust	Vuleka Trust	Zikhuliseni Community Prog.
Services Offered	AW	A	BIJ	BJN	ACNWXYZ	BIJLNYZ	0	R	RZ	COYZ	HWYZ	H	ABJNYZ	HIJNORZ	OZ	IZ
Black-lead	Yes	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes
Woman-lead	No	Yes	No	Yes	No	No	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No
Staff Members (#)	6	43	4	3.5	9	25	7	51	26	5	3.5	6	7.5	60	5	4
Women Staff (%)	42%	86%	25%	71%	44%	50%	86%	25%	23%	60%	86%	66%	63%	50%	40%	25%
Black Staff (%)	100%	51%	100%	100%	100%	100%	29%	20%	69%	100%	100%	100%	100%	70%	80%	100%
Location	Nat	Nat	T	T	N	N	T	N	T,N,Tk	Nat	Nat	T	Nat	N	N	T,OFS
Women Clientele (%)	90%	65%	20%	15%	50%	50%	50%	77%	90%	46%	95%	60%	60%	20%	60%	65%

Services Offered Codes

- A Advice
- B Bursaries/Education
- C Conflict Resolution
- H Health
- I Income Generation
- J Job Skills Training
- L Literacy
- N Non-formal Education
- O Organizational Development/Training
- R Rural development
- W Women's Programs
- Y Youth Programs
- Z Other

Location Codes

- N Natal
- Nat National
- OFS Orange Free State
- T Transvaal
- TK Transkei

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Table 2
Summary Statistics

Services Offered	Large	Medium	Small
Black-lead	25%	50%	80%
Woman-lead	25%	0%	50%
Staff Members	57	26	5
Women Staff (%)	56%	37%	54%
Black Staff (%)	60%	85%	91%
Women Clientele (%)	48%	70%	55%
Number in Sample	4	2	10

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are headed by whites and most upper level staff positions are held by whites. In the smaller organizations, these positions are virtually always held by blacks and as stated earlier more often by black females.

Another characteristic of NGOs, especially smaller NGOs, must also be noted. The ability to move up in an organization is limited -- with few staff members and infrequent turnover in the director or coordinator's position, staff members do not gain increasingly higher positions over the years within an organization.

Instead two things can occur. The first is the job that the person occupies expands or changes around the skills and abilities of the person holding it. Over the years that he or she occupies that job, it becomes shaped by the particular strengths and weaknesses of the staff member. Responsibility increases in the position itself both in the scope of a task and the sheer number of tasks. Thus a person gains broad experience in carrying out a number of responsibilities, with some executed better than others. The changes in job responsibilities may or may not be reflected in increased pay or benefits.

The second is that the individual seeks advancement outside the original organization. The skills that are gained are eventually used in positions of higher authority in other organizations that have open positions. Thus the career pattern of an NGO worker is a zigzag one, generally of increasing authority working through a number of organizations in the person's lifetime.

In both cases, any training is usually on-the-job. Formal training opportunities depend on the internal resources of the organization, which are often limited. Thus while training is recognized as important, it is not always available to the person needing it at the appropriate time.

Formal training opportunities are also limited by the availability of local training programs. While South Africa does have a number of good training organizations, they often offer specialized training which may not meet particular needs. And, since these training facilities are often serving specified geographic locations, there is even greater difficulty in matching needs.

Another interesting characteristic of both types of organizations is that the leadership is often charismatic and, due to the perversities of apartheid, perhaps of greater skill than found in other countries with greater job mobility. Under apartheid, motivated and skilled blacks had nowhere to go except to organizations of their own making. Positions of significant responsibility did not exist in government and to a large extent in business. These public entrepreneurs were forced to develop their own organizations and means to advance their interests.

The NGO sector thus blossomed with perhaps more NGOs of high quality and staffed by more talented people than one might normally see in other countries. The best and the

brightest within South Africa can thus be found within the alternative social, economic, religious and political organizations in the country. These organizations should not be underestimated for both their sophistication, talents and knowledge.

As do all NGOs worldwide, the South African NGOs possess important knowledge about how the community works, where the leadership resides and how social and economic change occurs. Given the absence of this knowledge and the consequent mythology that apartheid South African politicians, academics and erstwhile thinkers have developed in its stead, the knowledge base of this group is important to utilize for the future of the New South Africa.

As a final note, there appears to be a great deal of awareness in the NGOs that the team visited on gender issues. This awareness is significantly higher than one often finds in other countries. While there is rhetoric about a non-racial, non-sexist South Africa, most NGOs visited by the team had a desire and sincere interest in applying the rhetoric to their organization and in their programs. While this did not always happen, it usually was not because of a lack of awareness in the organizations. More often it was a lack of knowledge of practical alternatives.

B. Women in South Africa

South Africa is a country of complex political and social structures. No single description can cover the broad array of economic, religious and human relationships that exist in this country. Within each group in South Africa, the so-called black, coloured, Indian and white communities, the range of societal norms is quite as broad as any that can be found in other countries. In addition, roles and responsibilities are changing quickly in response to economic necessity, new opportunities, and the exposure to other, western influences. Thus, in addition to the structures of apartheid which continue to play a large role in South African society, in spite of some apparent recent movement, the class system particular to this country continues to dominate.

The women which form part of this country are even more disadvantaged and marginalized than the men. South Africa is made up of approximately 6 million whites and 25 million blacks¹, of whom approximately 51% are women. Black women in particular are at the lowest rung of a society which has a ladder consisting of at least eight rungs. As a function of race, tradition and education, women are pursuing activities which barely allow many of them to survive. Yet, depending on the education level of the individual, women may be found in managerial positions, a few even directing organizations, though by far the

¹ "Black" in the South African context includes the groups categorized under the Apartheid system as Indian, coloureds (of mixed heritage), and native African, generally referred to also as Black.

majority continue to function in traditional activities that have normally been the limits of their roles.

While the changes alluded to above are beginning to exist to some extent, the majority of the women, especially blacks, are still struggling against the traditions of their indigenous cultural traditions, as well as the imposed oppressive structures that have been placed on non-white groups, especially in the last 50-60 years. As with many cultures that have been changed through contact with whites and colonialists, the traditional social structures that once provided the basis for a functioning society have often disappeared or been crippled in South Africa, due to migrating male labor, loss of land and therefore of traditional means of livelihood, and the breaking apart of the family (land allotted to blacks is 14% of the total, and generally marginal land at that). The subsequent struggle merely to survive has created chaos and uncertainty, amongst women and men. The forms of interaction and traditional activities, especially of women, in both rural and urban areas have undergone enormous stress and change in order to meet previously unexperienced circumstances. Thus, patterns of life which were unknown in the past have taken over and become far more common in many areas than traditional patterns. In 1980, for example, women as heads of households made up 36-47% of the black families in the "bantustan" urban areas, while in "bantustan" rural areas they made up approximately 59% (Budlender, 1990). While some of this has changed as a result of the abrogation of the influx laws (laws limiting the number of blacks who could come to urban areas to work, thus forcing men to leave their wives and families behind in the rural areas), the ultimate effect on families has clearly been destructive. A more recent study (1989) in a township outside of Capetown still found a percentage of over 40% of women-headed households (Budlender, 1990).

Other changes in traditions have also occurred. When comparing rural (presumably more traditional) families to urban families, the proportion of female children to male children being sent to school is quite distinct. In the rural areas, there is a 30% difference in the number of youth being educated compared to the urban areas; the differences between male and female student numbers in the rural areas is said to be very large (Budlender, 1990). However, the literacy level of men vs. women in urban areas appears to be much closer, especially as compared with other African countries.

The quality and quantity of offerings in the educational system depend exclusively on race. The education budget for the black school system is one-tenth that of the budget for the white school system. For every Rand 2,746 spent on White students, Rand 892 is spent on Coloureds, Rand 346 on Indian, and Rand 294 on Blacks (Budlender, 1990). Black teachers are often only one grade above the level that they are teaching, and in 1953 all male teachers were fired so that less expensive, generally less educated (especially at the time) female teachers could be hired. Primary school teacher training facilities were closed to men.

There is currently a predominance of male students at the primary levels of school, but a majority of female students at secondary and higher school levels. One explanation that has been offered by women that were interviewed was that women were more likely to survive

and more likely to take care of their parents in old age, thus parents attempt to keep their female children in school as long as possible, especially knowing that teaching, social worker and nursing opportunities for women are probably more numerous than any literacy-tied jobs available to men.

Some of the areas where women have, as a result of custom and traditional roles, been limited to specific tasks, are falling by the wayside. These areas are due to exposure to non-African lifestyles and customs, and are not unlike the forces that have influenced most other African and developing country cultures in the world.

There are forces, however, that are specific to South Africa, which have on the one hand held out exposure to other opportunities in areas such as health, education and so on, and on the other hand, made it virtually impossible to have access to these opportunities. The State regulations which have imposed apartheid on the country's non-white groups (often varying in severity between Indians, Coloureds and Blacks), have served to utilize the labor thus cheaply available, while at the same time actively attempting to make survival and progress by this labor almost impossible. Activities such as forced removals, pass-laws, influx control and the structuring of homelands name but a few of the official regulations which broke up families, made economic growth and survival a chancy issue at best, and actively suppressed dissension. The unofficial activities undertaken by many whites were as crippling as the official ones, from "mere" exploitative, non-subsistence wages to murder.

Women did not escape the worst repercussions of these activities, and in fact, were the ones often left to pick up the pieces. In this way, they have been forced to work in whatever capacities and at whatever salaries they can find. As the overall female population's level of education is still generally lower than even that of men, this has meant hiring into the lowest-paying and most menial of jobs (though unlike some countries, the physical difficulty of certain kinds of labor seems, from reports, to disallow women from certain categories of work, for example, mining). Often forced to travel long hours (in unsafe conditions) to get to their jobs as domestics and so on, women leave their children in undesirable and unsupervised situations.

In addition, certain laws have specifically limited the legal rights of women, even where men can practice such rights. Until 1988 (and 1984 for Whites, Indians and Coloureds), the marriage laws dictated that all property was held only by the husband; the wife had no ability to own land, sign contracts or otherwise function as an individual economic entity. The repercussions of this were enormous; a husband who died could not pass on the rights of rent or ownership of housing to the wife. Depending on the state, in the past women have not been able to sign contracts or open bank accounts without their husband's consent and co-signature. These and other similar laws are prohibitive when one considers the problems of women on their own, with non-working and uncooperative husbands, or even those whose husbands are not to be found locally and whose death cannot be proven. Even when legal systems have been changed to no longer differentiate between male and female rights, traditional practices often override the legal rights of women. For

example, in cases of divorce and division of property, though women are legally entitled to a share, threats by the husband and his family will often stop the women from pursuing her rights.

Women face many problems in their efforts to provide for them and for their families, and contribute to the overall development of blacks and the country. Years of females being the "girl" domestic make it difficult for them (and for male blacks as well) to be considered for managerial positions, no matter how competently they are filling the position they currently hold. Racial postures are not overcome quickly, and from the experiences of those interviewed and their perceptions, the step of placing a black in a supervisory position is not a risk that most whites are ready to take. Being female, of course, adds just one more role pigeonhole that must be broken for black women to be considered on the basis of skills and not race or gender.

The women interviewed were confident that changes would occur and in fact were occurring. Several of them stated that women were perceived no differently than men in the programs, both in terms of being target groups and in terms of their participation when forming part of a mixed group. The interview team attended several workshops, and found that in the older more "traditional" groups being trained, the women tended to participate much less than the men, and the trainer either did not know how to bring them out or was unaware of a difference in participatory levels. In a younger, far more educated group, the women were as vocal and articulate as the men, and this latter category seems to be the pattern to which most of the educated women interviewed (themselves highly competent and fairly educated) were referring.

Clearly, the main issues in South Africa are those of apartheid and its effects on society as a whole. While the differential status of women is an issue, especially in more rural and less educated areas, the exposure of men and women to other societies, equal educational levels in urban areas, and women who are already showing leadership and managerial skills is overcoming some of the traditional role stagnation. Unlike many other countries, especially in Africa, programs analyzed here show a remarkable tendency to target women as clients and beneficiaries (sometimes, perhaps, to the detriment of the male groups which are desperate in other ways). Awareness building does not appear to be as necessary for COLD Grantee program staff as much as giving them some tools to work with communities (especially rural ones) in involving women in real ways in decision-making, in bringing out women's participation when they are already parts of the target group, and so on (more will be said about this later). Thus, USAID/South Africa's role may be one of "technique transfer" as opposed to awareness building, in order for women to be used to the full extent of their potential, as well as ensuring their full participation in the decisions affecting their lives and families.

Reference

Budlender, Debbie, "Women and the Economy," Conference on Women and Gender in South Africa, 1990.

C. Methodology

The team first reviewed the relevant documents on file related to the COLD program which included the project paper, the project paper supplement, the 1990 COLD evaluation and the COLD sector strategy. In addition, the individual files on the selected grantees were reviewed, with particular emphasis on the semi-annual evaluation and the individual project agreements.

The team then scheduled appointments with each of the sixteen grantees chosen by the mission. These visits were scheduled over a two week period and constituted the majority of the team's efforts in country. At those visits, the team usually met with the director or program coordinator and as many staff members as possible. In the smaller organizations this often meant that all staff were interviewed.

The interviews were open ended and focused on two aspects of the organization's needs -- management and program. While each of these areas was discussed in general, special emphasis was placed on discussing whether women as staff and as beneficiaries had other identifiable needs for training or technical assistance.

In addition, the interviews discussed how decisions were made within the organizations on gender-related issues in management -- on such things as staffing, recruitment, training and division of responsibilities -- and in program development and implementation, which included program planning, identification of target groups, training of those targets, participation in the decision-making processes and differential participation of men and women in groups.

Whenever possible, given the shortness of time, the team visited workshops given by the grantees or met with beneficiaries. These visits were very useful in seeing how the grantees actually interacted with their clientele, and the team was able to pick up number of useful observations that underscored the difficulty of fully incorporating women into their programs.

In addition to the interviews of grantees, several other individuals and organizations were sought out to provide further information on NGOs, the political and social environment in which the organizations operate and the roles and responsibilities of women and men in organizations. Finally, several resource organizations were interviewed to provide background on the capabilities of organizations within South Africa to provide the training and technical assistance needs that were identified.

The final step was taken in Washington, D.C., when the team returned home. With a clear idea of the needs of the grantee organizations in mind, the team members were able to better identify A.I.D. central projects and other resources to utilize in carrying out the recommendations in this report.

II. MANAGEMENT AND PROGRAM ISSUES AND NEEDS COMMON ACROSS ORGANIZATIONS

A. Discussion of Concerns for Implementation

Several issues arose in discussions which organizations felt should be given attention during the implementation of the team's recommendations. The organizations felt these items would affect the credibility of USAID's interventions in technical assistance and training.

Several organizations expressed the need for a participatory design process to develop the training courses suggested below. According to these organizations, which had participated in other training programs, "just another TOT" would not be useful. They want to work with the workshop design team in a participatory design process that will ensure that the new workshops will expand the knowledge base already there, not merely repeat activities which have already been absorbed. These organizations felt very strongly that they also need to ensure that non-South Africans who may be coming in to assist in training programs are aware of the differences in context (i.e., the differences between conflict management in the U.S. and conflict management in S.A.). Prior discussions with the consultants can help reduce the inappropriateness of the training by increasing the awareness of the problems and environment faced by these organizations and their programs.

The GENESYS consultant team feels very strongly that it is important to encourage a "critical mass" of individuals from each organization to attend the training workshops. Inviting one or two individuals will not change the corporate climate nor allow the dissemination of these skills organization-wide. Every individual who is involved or potentially involved in the program area to be addressed should participate in the training. In addition, upper management -- the organization policy-makers -- should be involved in the programs as well. Not only will this practice expand the actual numbers of informed individuals within an organization, it will create an environment for change which is not dependent upon "convincing the boss" or spending lots of time marketing within the organization for the ideas learned or the experience gained.

Some concern was indirectly expressed by several organizations that an AID Workshop might too publicly link them with U.S. government funding. Unfortunately this issue was mentioned very late in the interviews and the team was unable to get an idea as to how critical an issue this is. The sense from off-hand remarks was that it is not nearly as much of an issue as it would have been even a year ago. Marketing the workshop under the name of the organization actually conducting the training, though acknowledging sponsorship by AID, might avoid touching upon any sensitivities that may still exist.

The above issues are relevant to both the management and program recommendations which are listed in the following sections.

Table 3

Management Training and Technical Assistance Needs

	ACA Women's Desk	Black Sash	CDPA	CBER	Crisis Care	Edendale Lay Ecum. Ctr.	Human Awareness Prog.	Institute for Natural Resources	Rural Advice Center	SAAYC	SABSWA	Township AIDS Program	Trust for Christian Education/ Outreach	Valley Trust	Vuleka Trust	Zikhuleseni Community Program
Administration				X				X	X		X					
Affirmative Action								X								
Assertiveness Training	X			X	X									X		
Board Devel/Training						X				X	X	X		X		
Budgets	X					X				X			X			
Communications	X								X				X			
Computer					X	X			X	X	X			X		
Conflict Resolution					X											
Financial Management	X		X			X		X	X		X	X	X			
Fundraising	X									X	X					
Goal Setting								X								
Growth												X				X
Human Relations	X											X				
Job Definition	X				X											
Needs Assessment			X													
Organizational Develop.			X			X						X				
Personnel Management				X	X					X	X	X	X	X		X
Planning	X		X	X				X	X			X				X
Supervision										X	X		X			X
Team Building			X	X	X	X		X	X			X				X
Time Management	X				X			X	X			X				X
Volunteers				X	X	X										X

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B. Management Training and Technical Assistance

As can be seen in Table 3 -- which summarizes the findings of Annex 1 -- there are a large number of management issues that are common to the COLD grantees that can be addressed through training or specific technical assistance. This section, therefore, will address common approaches to training that will cover a significant portion of the identified training needs. These needs can be approached through both long-term and short-term programs.

Long-Term Training

South African Management Training

USAID/SA should investigate the best means to support a long-term training program for its NGO grantees. This program should be a certificate or diploma level course in management of non-profit organizations.

The course of study would cover the full spectrum of management needs of non-profits:

- Financial Management
- Planning
- Program Development
- Personnel Management
- Development of Boards and Management Committees
- Organizational Development
- Marketing and Publicity
- Managerial Communications
- Management in Situations of Change
- Proposal writing and Fundraising
- Community Development and Organizing
- Utilizing Volunteers
- Team Building and Staff Development
- Computer Training

To make this course available for organizations across the country, one week modules might be developed and taught on an intensive residential basis. These modules would be scheduled every two months for a year to eighteen months. This would allow organizations to plan ahead and to give time between modules for application of the principles learned in the previous sessions.

The course should be aimed at directors or coordinators of organizations or projects. These people should have at least a matrix and probably some advanced training. A

commitment to the entire program must be made in advance and participants should be required to sign an agreement that commits them to stay with their organization or a similar nonprofit organization for the two years following the training. This requirement is often used for similar training programs for non-profits in the U.S.

A logical venue for such a training course would be a university where a similar graduate study is available, (i.e., the University of Witwatersrand or the University of Cape Town) or an educational institution which could offer such graduate study. Similar graduate study is already available through the Community-Based Development Programme and could be adapted for the intensive block system. Other professionals in organizations could fit in directly to the Programme's already existing training program.

USAID/SA would have several roles in developing this program. Initially, it would provide the necessary resources for the development of the program. As a good part of this curriculum already exists, this would not likely be a major expenditure of resources. Secondly, USAID/SA would set certain training objectives for the program, particular in terms of gender: goals that 50% of the training group be female and 85% be black would not be unreachable. Finally, USAID/SA would pay for the training costs of the actual participants.

US-Based Management Training

Long-term overseas training in the U.S. should be considered for promising South African NGO directors and staff. The purpose of the overseas training is not only to gain academic experience, but more importantly to experience how U.S.-based non-profit organizations function.

Management training courses with specializations in non-profit management are available from universities throughout the U.S. USAID/SA can leverage its participant training funds by using the centrally funded ATLAS project.

Contact: Heather Monroe, Director of ATLAS, African-American Institute, 833 UN Plaza, NY, NY 10017 (212) 949-5666; Fax (212) 682-6174.

Short-Term Training

As noted earlier, there are a significant number of short-term managerial training needs that have been identified. As different members of organizations often have different responsibilities and needs, these are best dealt with on a short-term basis. These courses would be conducted for one to five days, perhaps in several locations. Prior to the finalization of the list of courses, all the participating NGOs should be queried as to their interest and the number of staff that would attend such courses. This detail will help determine the frequency, location and size of each course.

The following are the training areas that have the greatest interest:

- Assertiveness Training. This course would especially focus on culturally appropriate ways that women can express their full participation in their organizations and in working with others.
- Board and Management Committees. Roles and responsibilities, recruitment, utilization of expertise in management of the organization and in programs and leadership development would be covered in this course for both staff and board members. This course could be followed by technical assistance and team building in organizations that need additional assistance.
- Budgeting and Financial Management. Developing budgets, understanding balance sheets and year-end statements, and allocation of donor resources are some of the principle topics of this workshop. It would be followed by specific technical assistance to organizations depending on their need.
- Communications. Active listening, giving feedback, cross-cultural issues and communicating with outsiders will be covered in this inter-active course.
- Community Organizing for Change. This course aimed at field and social workers would provide an alternative to the welfare and self-help models for empowering members of the community to develop their own agendas and the means for carrying them out that relies more on working with local officials to meet pressing community needs.
- Computer Skills Training. This course would cover basic computer literacy, the use of word processing, spreadsheet, graphics and desktop publishing software.
- Fundraising and Proposal Writing. Methods of grassroots fundraising, charging for services, researching foundations, corporate and other donors, and writing proposals would be covered.
- Goal setting. Training in how to set goals and objectives for both management and program purposes would be followed up with organization-specific technical assistance to carry through the principles learned.
- Improving Written Communications. Report and memo writing, press releases, and correspondence are the chief topics to be covered.
- Marketing and Public Relations for Non-Profits. This course would look at marketing strategies that can be utilized by non-profits to promote their services and publications as well as to create greater public awareness of the issues of concern to the organization.

- Personnel Management. This course may be broken up into several discrete sections depending on the interests of the NGOs. The possible sections include: writing job descriptions, developing performance appraisal systems, hiring and firing, developing flexible benefits and salary packages, implementing affirmative action plans, and developing incentive systems.
- Strategic Planning. Concepts of strategic planning for organizational development, effective programming, growth of the organization with links to financial and personnel planning will be the focus.
- Supervision. Training in how to direct other employees, provide appropriate input and supervision, and deal with conflicts and problems especially in smaller less hierarchical organizations are the main topics in this workshop.
- Time Management. This course will introduce concepts and practical applications of planning and time management for organizations, especially those that are operating in crisis modes.
- Working with Volunteers. Attracting and utilizing volunteers and incorporating them into the work of the organization will be the goal of this workshop.

A number of these courses as noted in the descriptions will include individual organizational follow-up with directed technical assistance. In these cases, the follow-up activities will help to ensure that the organization can integrate the classroom learning directly into their programs.

For the most part, these courses can be taught by utilizing local South African training organizations. The Human Awareness Programme (HAP) is already set up to offer similar courses and has indicated a willingness to develop or adapt courses that meet many of these needs. HAP can provide additional trainers if necessary and is very interested in working with U.S. trainers and trainers from other South African organizations.

To carry out this strategy, USAID/SA should enter into a contract with HAP to provide certain of these courses for COLD and other participants over the next fiscal year. In addition to the contract, technical assistance should be provided to HAP in the development of certain courses by utilizing U.S. consultants with expertise in areas in which HAP is currently weak. This technical assistance should also provide written and visual resources developed for and by NGOs in the U.S. for use and adaptation by HAP. This is particularly true for materials on volunteerism, performance appraisals, affirmative action, and goal setting.

Other organizations, such as ABASA, Wilgespruit and CASE also may be able to provide training for certain courses. The affirmative action, community organizing,

performance appraisal, and volunteerism courses would most likely be taught using U.S. based trainers.

US-Based Short-Term Training

The Centre for Development and Population Activities ((CEDPA) in Washington, DC offers two month courses specifically focused in the needs of women managers of developing country NGO's. The Women in Management Course deals with strategic managerial, self-esteem and communications issues, and organizational effectiveness. The second course -- Supervision and Evaluation -- provides skills in organizational effectiveness, supervision and evaluation for managers. Both courses have received high marks from participants and have been used by USAIDs.

Contact: Cynthia Martin, CEDPA, 1717 Massachusetts Ave., N.W., Suite 202, Washington, D.C. 20036. Tel: (202) 667-1142; Fax (202) 332-4496.

Technical Assistance

There is not a strong need for on-site technical assistance in the management issues for most of the COLD grantees. For some issues, a combination of training and technical assistance may be the best way to work with the organization. Where appropriate, these have been suggested above.

On-site technical assistance is best utilized to deal with current or on-going problems within an organization. While the following needs have been identified by the team, other needs are certain to develop in the future. However, the types of specific assistance discussed below may cover a number of cases in the future.

- Dealing with Rapid Growth. The Township AIDS Programme expects to double in size in the next year. This will mean a rapid transformation of the organization as roles change, lines of communications get more complicated with the addition of new staff members and the management of the organization becomes more complicated. Before this all happens, the director, current staff and board of trustees need to examine how to manage this process in the most effective manner possible. HAP would be an appropriate organization to work with TAP. Although TAP is the only organization that the team identified at this point, it is very likely that other organizations will also experience this sort of growth in the next year or two.
- Implementing Affirmative Action Policies. The Valley Trust and the Institute for Natural Resources appear to have no policies for the recruitment and training of women and blacks within the organization. Both have few women and blacks in professional positions. While outside pressure from USAID/SA as a

Table 4

Program Training and Technical Assistance Needs

	ACA Women's Desk	Black Sash	CDPA	CBER	Crisis Care	Edendale Lay Ecum Center	Human Awareness Prog.	Institute for Natural Resources	Rural Advice Center	SAAYC	SABSWA	Township AIDS Program	Trust for Christian Education/ Outreach	Valley Trust	Vuleka Trust	Zikhuleseni Community Program
Bookkeeping, fin. mgmt. accountability	X		X					X			X			X		
Facilit. Skills (TOT)	X		X	X			X	X		X		X		X		
How to Inform Policy		X	X				X				X		X	X		
How to Train Trainers					X				X	X		X		X		
Working With Women	X		X	X	X	X	X	X	X	X			X	X	X	X
Entrepreneurship & Revolving Loan Fds			X			X		X	X	X				X		X
Applied Research								X	X		X					
Materials Development & Adaptation			X							X			X		X	
Networking, PR & Resource Id.	X		X				X	X	X		X	X			X	
How to do Needs Anal., Prog. Evals.										X						X
Counselling, Communication Skills	X					X						X				
How to Train, Do O.D. re. Race Issues		X					X									
How to Train Clients in Proj Mgt, Admin.								X			X			X		
Running Resource Ctrs										X		X				
Conflict Resolution & Mediation Training	X				X	X		X							X	
Non-formal Ed & Adult Ed. Theory			X	X				X		X				X		
Leadership Training	X													X		

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funder could help precipitate some changes in these organizations, some on-site technical assistance could help the organizations grapple with how to implement such changes. For these situations, a U.S. facilitator may be best, although HAP has expressed tentative interest in working with and learning from such a facilitator.

- **Team Building.** A number of organizations expressed an interest in team building. While some of these needs might be utilized within the general workshop described above, in other circumstances, the team building would need to occur on-site. The Institute for Natural Resources may require this sort of assistance especially since the academic environment in which they function causes difficulties unique to their situation. This type of assistance could be carried out with a combination of U.S.- based and local firms.

USAID/SA may wish to contract directly with HAP, especially as part of the contract suggested above, to provide a certain number of days of on-site organizational development assistance during the year to cover the situations in which they have expertise. In terms of the implementing affirmative action programs and team-building, appropriate facilitators and trainers could be identified through the centrally funded GENESYS project.

Contact: Nina Bowen, Genesys Project Manager PPC/WID (202) 647-3992.

C. Program Issues and Recommendations

The following recommendations are made as a result of identifying certain patterns and trends which were identified as being needs of a fairly large number of organizations. As can be seen in Table 4 "Program Needs," the recommendations mentioned below are either those need areas where five or more organizations were identified as requiring some attention and skill-strengthening, or where the area itself is critical to the ability of the few organizations associated with it or critical to furthering the development goals of USAID in South Africa.

The Genesys team proposes the following training workshops:

- Working with Women.
- Training of Trainers.
- The Role of NGO's in Informing and Influencing Policy.
- Small Business Development.
- Building a New Society.

There are various alternatives for combining topic areas and identified needs, and discussions with the participant organizations in the design phase and with the organizations conducting the training may determine alternative ways to structure and combine need areas.

Working With Women Workshop

Overview: While most COLD projects appear to have a large number of female participants and beneficiaries, what appears to be lacking are the skills to enhance their participation, responsibility, and roles once they are in a program. The power structure is such that men are often the ones appointed (even in "democratic" elections of organization member official bodies) to serve in the official roles of an organization, even if women are in the majority.

There is also a lack of proactive recruiting of women for certain programs. In addition, some of the organizations which function as service/training organizations to other entities are unsure as to how to increase the proportion of females sent to their training programs by the client group, even though females make up a majority of the potential attendees of that group.

Content: Thus, we are recommending that a training program be designed and run which addresses the techniques and skills necessary to:

- train service organizations to promote the participation of women in programs they are giving to client groups;
- train facilitators to draw out and improve the participatory skills of women in their programs, in a manner non-threatening to male participants, and non-patronizing to the women;
- train facilitators in techniques of confidence-building, assertiveness training and public speaking training which can be utilized to provide a skills base from which women can themselves find the courage to participate; and
- train staff of organizations involved in working with traditional community groups (especially in rural areas) to begin working with male leaders to motivate them and provide acceptable ways of incorporating women in leadership roles within the communities. This part of the training must clearly emphasize that overtly threatening the traditional structures would create a hostile and non-supportive environment for women's activities and involvement in community affairs, and strategies and "marketing" activities must be designed and creatively developed to work within the society to help make acceptable women's desires to change their modes and roles of participation.

The program should be offered to male and female staff members, especially those who are facilitators or those who are working with community organizations.

Resources: The Genesys project has developed training programs which can be adapted for South African needs. HAP trainers, Mimie Sesoko from the Rural Advice Center, and possibly Tessa Cousins or Michelle Friedman of the Institute for Natural Resources could be included as co-trainers with the Genesys trainers, until their capacity to conduct these programs on their own is assured.

Contact: Nina Bowen, Genesys Project Manager PPC/WID (202) 647-3992.

Training of Trainers Workshop

Two different workshops are envisioned in this area: a general training of trainers, and a management training of trainers.

General TOT:

Overview: Many of the organizations have staff or volunteer staff who function as trainers for their specific programs, but whose training skills have been learned on the job or need upgrading. Training in group dynamics, non-formal education and adult education theory need to be addressed. Because of the varying levels of training skills and experience of staff in and among the different organizations, it is suggested that mid-level and advanced courses be offered.

Content: Specific skills to be addressed under each program might include:

Basic to Mid-Level

- group dynamics
- adult education and nonformal education theory
- techniques such as role-playing and case studies
- introduction to various training instruments
- basic facilitation skills, i.e., communication skills, listening and information screening, how to probe and gather information, etc.
- icebreakers, session objectives, closures, flipcharts, etc.
- presentation and public speaking skills

Advanced

- many of the same categories would be addressed, but in more advanced terms and with more complex activities and instruments

- materials development (i.e., how to write your own role plays and case studies, how to locate resources, how to design training sessions from scratch)
- materials adaptation (using materials from other countries and contexts, how to make them appropriate to the SA environment; how to choose what to keep and what to discard)
- confrontational techniques vs. "soft" techniques

In addition, there are some different areas which could be used as "topics" for the TOTs, which are needs expressed by the organizations or which the GENESYS team has identified as areas needing strengthening in some organizations. Thus, if a training of trainers was conducted using the topic of "Leadership Skills," for example, the techniques of small group discussions, use of flip charts, role plays, and so on could be transferred using the area of leadership skills as the focus subject. Another such area is counselling and communications (interpersonal) skills.

Management TOT:

Overview: Even more critical is the need to train trainers in specific topic areas, such as management, supervisory skills, financial administration, goal setting and planning and so on. This differs from the management training mentioned earlier in that the training would enable the staff to train others in these skills. Many of the staff interviewed felt that they needed to be able to transfer these skills to the community organizations and leaders with whom they are working, to improve the administration of these projects.

Content: Specific topic areas where staff need assistance in training of trainers are:

- Financial administration, accountability, bookkeeping, and budgeting
- Planning and goal setting, prioritizing
- Fund-raising, proposal writing
- Time management
- Supervisory skills such as hiring and firing, job descriptions, performance appraisals, motivating workers, delegating responsibility, participatory management, etc.

Resources: HAP is already conducting training in some of these areas, and would be capable of designing and running programs which would be appropriate to the needs of the COLD grantees. However, we would recommend that in order to help HAP and other organizations improve their own skills, outside consultants be identified (either within South Africa or from other countries) who could work with them to conduct the programs. Pairing these individuals would help expand the knowledge base, skill level and materials/resource access of HAP and other such entities, while at the same time providing quality training to the target organizations. The Management IQC could be utilized to provide additional trainers.

HAP could benefit by co-training with other organizations, but is also perfectly capable of conducting this programs without outside assistance. Other organizations, however, such as the Association of Black Accountants of South Africa could use collaboration in order to work out methodologies of training organizations to train illiterate target groups, and especially in learning facilitation skills. Some pairing of trainers from the local organizations, such as including a ABASA accountant staff under the Community Organization Support Program as an assistant trainer for a few programs which are actually run by HAP could help build the capacity locally and aid in development of South African skills. HAP has expressed willingness to work with other organizations or individuals to develop trainers in their field of expertise, especially as HAP staff are limited in their ability to travel outside of the Johannesburg area.

Contact: Marian Cosmides, MSI/Management IQC, 600 Water Street, S.W., NBU 7-7, Washington, D.C. 20024; (Tel) (202) 484-7170; (Fax) (202) 488-0754.

The Role of NGOs in Informing and Influencing Policy

Overview: As organizations reflect on their experience and areas of expertise, and as South Africa begins the process of change and reconstruction, a desire to have a voice in policy dialogue and in decision-making which will affect the country and various groups is being felt. Many of the organizations interviewed felt that they have unique and valuable grassroots experience and insights. They would like to begin sharing this information and experience in a constructive, informative mode with those who are in the process of forming new policies which will affect activities and legal issues for years to come. However, given the past history and styles of interaction between NGOs and the government especially, productive methods of policy dialogue are not understood and there is little ability -- and sometimes little willingness on the part of the government -- to recognize and utilize these valuable experiences. Areas such as welfare law, educational curriculum and practice, and business and trade law are all areas mentioned where NGOs have grassroots experience that could help inform the new programs and regulations being discussed.

Content: The changing political, public/private sector environment and the move towards a more participatory, democratic government makes this area a timely and important one which AID is in a good position to address. We suggest a program designed to discuss different theories, techniques and modes of influencing and informing policy-making, but at the same time helping organizations to network and develop their strength as forces for change and information flows to the necessary entities which are specific to their technical sectors.

Resources: Two AID/W projects which could have valuable input into designing and delivering the program described above are S&T/RD's Implementing Policy Change Project and the Institutional Reform and the Informal Sector Project (IRIS). Both of these programs have experienced individuals who have worked in developing countries and domestically in the U.S. to train organizations to develop strategies for changing and influencing policy.

A South African, Mr. Robin Lee, has also been identified who has studied this area in the U.S., and recently returned to set up his own consulting firm in Johannesburg, Robin H. Lee Associates. He has been active in attempting to mobilize and educate NGOs about their potential policy roles, and is interested in the possibility of working with AID to develop programs along these lines. We suggest that initially Robin H. Lee Associates collaborate with the IPC, IRIS or other U.S. consultants expert in the policy reform area to develop programs appropriate to South Africa and which can be conducted for the COLD grantee NGOs.

Contact: Jeanne North, ST/RD, IPC Project Manager, (703) 875-4587
Kathleen Gordon, PRE/SMIE, IRIS Project Manager, (202) 647-2727.

Small Business Development Workshops

Two different but related workshops are needed to meet the needs of the COLD grantees in small business development and entrepreneurship, and the development of revolving loan funds.

Small Business and Entrepreneurship Development Workshop

Overview: Many of the organizations interviewed have begun to explore working in the area of income generation and business skills-building. It is our belief that as NGOs move from being change organizations to being reconstruction, development organizations, more will continue to be interested in this area. The interest in business skills and entrepreneurship has developed as result of needs expressed by beneficiaries. The other motivating force behind the interest in these areas is the fact that many of the beneficiaries are uninterested in focusing on community projects or other activities such as health education, when survival and income generation is the primary problem they face. Thus, programs attempting to work with communities to help them identify their needs, and then respond to them in a productive fashion, are finding this sector one of the most important.

Content: This workshop should be designed to raise the issues and educate the participants on the development and management of such programs. In addition, it should transfer technical skills training in areas such as product and opportunity identification, marketing surveys, financial administration, business plan development, and so on. At the end of these programs the staff would be more able to address the needs of their beneficiaries, both in running such programs and in training potential entrepreneurs.

An additional component for the workshop should be an issue of gender in program development and implementation.

Development of Revolving Loan Funds

Overview: A second related issue is that of revolving loan funds. Several organizations have located donor funding for implementing credit programs, and others are contemplating getting into this area. However, none of those interviewed had any idea of the complexity of the issues, the different structures that need to be developed, and learning about what makes successful and unsuccessful programs. They tend to believe that these activities can be small, tangential programs which will more or less run themselves. The issues of cost-recovery, determining (or even instituting) interest rates, application criteria and formats and so on are unknown issues.

Content: This workshop will entirely focus on the design and implementation of revolving loan and credit programs. It would cover designing appropriate interest rate structures to cover costs, size of program, sustainability and program management.

Resources: There are several potential options for developing and running such programs. First, the Black Private Enterprise Development Project (BPEDE) in USAID/SA is aware of local resources such as the Get Ahead Program and others which might be able to help provide such training. In addition, a study is being commissioned which will look at the training and resource needs of entities under the BPEDE project, and some cooperation or attendance at their workshops may be possible.

Other local resources include the Business Schools of Wits University and other organizations. The ABASA has expressed interest in collaborating in training on the financial and bookkeeping side of entrepreneurial training, and are very open to working with U.S. consultants or others in order to build their capacity in this somewhat specialized area.

In terms of outside expertise, and specialized expertise in the area of small business development and credit programs, there are a wide variety of options available. The AID/PRE project GEMINI is based on 10 years of research and experience in this field, and can develop training and capacity building in this area. Additionally, non-American programs can also be tapped into, including the Cranfield, England program which is apparently beginning to take its training to the field. The Entrepreneurial Development Institute in Ahmedabad, India (EDI) has vast experience and specialized training in motivating and training entrepreneurs in all aspects of business development. They have worked in Asia, Latin America and Africa to train local organizations in the transfer of these skills to potential entrepreneurs.

Contact: Beth Rhyne, PRE/SMIE, GEMINI Project Manager, (202) 647-2727.

Building a New Society

Overview: Clearly an important need manifest in all of South African society today is finding ways to resolve differences and work for an understanding between races and ethnic groups. Some of the difficulties that are being encountered are mentioned in Annex 1 as organizations either begin to try to deal with affirmative action activities, or have not even yet addressed these issues. Other examples of the social change which is occurring is the constant discussion of conflict management, mediation skills, and negotiation which is such an important part of working in the townships and disenfranchised communities. We see all these areas as part of the same issue; different groups struggling to come to terms with living together, in the midst of traditional and ingrained inequalities in opportunities, power structures, and learned skills.

This is a delicate area to address, not so much in the conflict resolution skills area, but in the affirmative action area, in beginning to get organizations talking internally about issues of staff make-up and communications. The need is to provide training to training organizations such as HAP who may eventually find themselves in positions of needing to intervene on these levels.

Content: The program, would provide training not only in conflict resolution skills for participants, but also training in how to address racial issues as consultants to other organizations. The skill-building would be from the vantage point of training trainers in intervention methodologies and race relations theory. Conflict resolution, mediation and negotiation were also mentioned by a number of organizations (mostly the small, black-directed ones), who felt that the environments in which they work require as much skill-building as possible in these areas. We see these two areas as dovetailing nicely, and at the same time expanding the understanding of potential participants of the issues and sensitivities as well. However, a training program of this nature, especially if conducted in mixed groups (i.e., black and white), would need to be very well planned so as not to become confrontational, and yet to begin to deal with the issues.

Resources: We suggest that training be conducted by teams from the U.S. who are skilled in conflict management and race relations. They can be accessed through Genesys or the Management IQC. The teams would need be very familiar with the issues in South Africa which are differ considerably from the context of race relations in the U.S., and time should be built into their contract to consult with the participant organizations before the design of the program, in order to understand the dynamics and concerns of each entity. The marketing of this program should be carefully done and clearly stated, yet an effort needs to be made to make it attractive and emphasize its timeliness, as organizations cannot go on any longer in ignoring these issues.

Resources for conflict resolution training are locally available, and include Vuleka Trust, as well as many others.

Contact: Marian Cosmides, MSI/Management IQC
Nina Bowen, Genesys Project Manager PPC/WID.

D. Other Resources and Sources of Technical Assistance

In the course of our study and based on knowledge of available resources already known prior to the study, we have made some suggestions as to potential counterpart organizations or direct delivery service organizations who could be of assistance in implementing the programs recommended. The organizations mentioned, however, are a very small percentage of the potential which is available even within South Africa itself. Useful breakdowns and resource information on alternative skills training entities can be found listed in "Skills Training in South Africa: Nonformal, nongovernmental, nonprofit, accessible to the community" South African Information Exchange Working Paper Number 14. Another publication which categorizes organizations by their specializations (and includes academic as well as nongovernmental organizations) is Bridge, a publication put out by HAP on a yearly basis. Within these documents many organizations are listed who could add to the pool of potential actors as USAID attempts to build the capacity of South Africans to meet their own needs. Collaboration and skills-transfer between South Africa and the U.S. or other countries is the methodology that we recommend for meeting the need to broaden and deepen skills within the country.

Finally, the team is aware of at least two US organizational development experts and trainers who plan to relocate to South Africa in the next six months. Robert Cooper and Clare Bateman, both have significant experience in conducting management training as described in this section. The Mission would be able to contract these individuals directly or utilize one of the various buy-in mechanisms previously described.

III. NEXT STEPS AND CONCLUSIONS

The team has identified a number of possibilities for short- and long-term training and technical assistance for the COLD grantees. The next steps require a number of decisions by USAID/SA to implement this program. These decisions include:

- What is the available budget for any type of training and technical assistance program? This information will dictate the extent and breadth of training that can be carried out.
- Which USAID grantees will be eligible for the training? Should the program be limited to COLD grantees or will other NGOs funded by the mission be permitted to partake in the training? This point is discussed further below.
- What local entities can be utilized to offer short- and long-term training and technical assistance? The team was able to identify a few local possibilities but a more in-depth study needs to be made on identification of local resources with the specific aim of providing the training recommended in this study. This study would identify trainers or training organizations, their abilities and what outside technical assistance resources would be necessary to complement skills that are missing. This study would take about two person weeks to complete.
- What is the best contracting procedure once training organizations are identified?

The team was asked in the preliminary de-briefing whether their findings would be applicable to the NGO sector at large in South Africa. We feel confident that we can generalize our findings to the COLD grantees at large, especially on the management side. There may possibly be some additional technical training needs that might emerge from the rest of the grantees.

However, it is difficult to extend these findings to the NGOs in the private sector, education and human rights programs. Again, a number of the management issues may be similar but we suspect that we would find some significant differences even here. The technical training needs of the organizations would likely be quite different.

Therefore, it is our recommendation that USAID/SA conduct similar needs assessments for the other sectors to determine the management, technical and gender-related training and technical assistance needs of those NGOs. With the completion of the COLD needs assessment, the mission has refined the scope of work and can more easily define the type of product it needs. In addition, building from the COLD assessment, future assessments could more easily identify resources or utilize resources already in place.

A number of recommendations for training were made in the body of the report for sources of technical assistance for A.I.D. central programs, such as Genesys, GEMINI, Implementing Policy Change, the Management IQC and IRIS.

To continue the momentum generated by the MSI/Genesys team, the same individuals can be accessed through virtually all of the mechanisms except for IRIS.

On a final note, the COLD grantees stressed that the design of the training program be as participative as possible. The Genesys team concurs with this recommendation. In order to assure that the needs of the grantees are being met, it is important that they be kept involved and abreast of the training design process. Especially as this process is apt to extend over a period of time, keeping the organizations informed and involved will be crucial to the success of these efforts.

Conclusion

NGOs in South Africa are poised to change quite rapidly over the next several years and the local political, social and economic environment goes through significant and long-term changes. While the organizations are willing to meet these challenges, the internal working systems that they have developed under the rules of apartheid will have to change to meet the more open and fluid environment to come.

USAID/SA has had an important role in supporting these organizations over the past several years as the system of apartheid began to crumble. It has an even more important role in helping these organizations to assimilate their roles and responsibilities in the new South Africa. This assessment identified a number of steps that will help to better prepare the COLD grantees to meet the challenges of a non-racial, non-sexist society. By following through and implementing these recommendations, USAID/SA will demonstrate its commitment to these changes and to the organizations that did so much to bring them about.

ANNEX A

SCOPE OF WORK

USAID/South Africa GENESYS Technical Assistance and Training

I. Background

The Community Outreach and Leadership Development (COLD) Project is an umbrella project under which individual grants in priority areas are funded. One of the priority areas of focus is to provide assistance to organizations with programs which attempt to meet the self-defined needs of women. Despite the active role played by women as change agents in South Africa, they are often still found in lower tiers of management or as staff. They also tend to be less familiar with concepts of NGO organizational and financial management than their male counterparts. Women are also actively involved in small income generating self-help projects, but unfortunately rarely have the needed skills in pricing, marketing and bookkeeping.

The COLD Project currently consists of 30 grants, eight of which have specific programs for women. These may be divided into two types: a) self-help projects and b) education and consciousness-raising about women's issues such as health and legal rights.

The mid-term COLD evaluation recommended that gender considerations be included in all grantee activities, thus "mainstreaming" women's issues. The evaluation report also recommended exploring the options for developing credit unions and opportunities for training women in management and technical skills that will assist them in developing and running more viable income-generating projects.

II. Statement of Work

The purpose of the USAID/Pretoria GENESYS TA and Training activity is to provide an assessment of the needs of COLD grantees for technical assistance to better incorporate gender or WID-related issues in their programs and organizational structures.

GENESYS will conduct an assessment of a sample of COLD grantees in order to determine their needs for TA and training that will help them actively promote the interests of women within their respective structures and within the projects and other activities they support.

A team of two GENESYS consultants will visit South Africa for three weeks during which they will:

- a. meet with Mission staff and review key COLD documents, including the COLD PP, the COLD PP Supplement, the COLD Evaluation and COLD Sector Strategy. They will review a selected number of grant agreements and reports. On the basis of this review, they will:
- b. Visit approximately 15 grantee organizations in the Transvaal and Natal. These will include organizations that work primarily with women as well as those which do not. They will be drawn from the five "priority area" categories of grantees.
- c. Based on these visits, the consultants will prepare a report describing their findings as to the needs for technical assistance and training of the types of grantee organizations represented in the sample, particularly oriented toward income-generation project conception, implementation and evaluation; credit and credit union formation; integrating women into management of organizations, as well as increased gender awareness in NGO management; and particular skills training that will increase gender-related effectiveness of women and men in grantee organizations. The type of technical assistance and its source should be specified for each recommended TA/training area to include in-country entities, U.S.-based entities, and regional entities as appropriate. Where possible, the team should recommend as sources of assistance existing entities/mechanisms which can be easily accessed by USAID, such as GEMENI, GENESYS, AMSI, and the like.

The team will prepare its draft final report and debrief with the Mission before departure from RSA. The level of effort included in the attached illustrative budget also includes one day for a Team Planning Meeting in Washington, D.C. before departure for RSA and time for report finalization based on Mission comments on return to the U.S.

In our experience in fielding similar teams under GENESYS in other countries, funds to support up-front preparation and report finalization on return are well spent.

ANNEX B

Management Observations and Recommendations for COLD Grantees

ACA/Women's Desk

Although the Women's Desk of the ACA is only one of several special sections, in terms of management issues, the women's desk could not be considered separate from the rest of the organization. At the time of the visit, the organization appeared to be facing some severe financial problems which were affecting its ability to carry out planned programs.

In addition, the women's desk program was unable to keep up with the perceived needs of women in the townships, especially as they related to the upswing in violence in the last year. While new programs and workshops were needed, the desk felt tied down by previously made yearly plans and felt that they could not readily change them. Finally, the women staff members reported a desire for training in assertiveness and confidence building in order to carry out their roles more effectively.

Recommendations

1. Leadership and assertiveness training should be provided to staff members. This could be tied to further training in effective communications skills, especially in dealing with diverse groups of people: e.g., youth and illiterate women.
2. Financial planning, budgeting and fundraising skills training should be provided.
3. Strategic planning and other management skills are necessary to allow the program to target areas of need as well as adapt their plans to the rapidly changing social and political scene.

Black Sash

Of all the groups visited, the Black Sash had the most resources to carry out their programs and deal with their own training needs. When the organization identifies any training or technical assistance needs it contracts out or makes other arrangements to provide the training. It is likely that staff members of the Black Sash would participate in any USAID-sponsored training programs, if such programs coincided with a felt need at the time of the offering.

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Community Development and Planning Association (CDPA)

CDPA is a small organization with well-defined goals. However, it appears to be trying to over-reach its abilities and capacity by not realistically identifying the courses of action it should be carrying out for its beneficiaries. With the changes in view for the Funda Centre to become more like a community college, the role of CDPA's programs and exactly what it will offer will be of even greater importance.

Recommendations

1. Management skills training, particularly covering strategic planning, needs assessment and goal setting, financial management and team building are the most important needs of the staff.

Council for Black Education and Research

CBER, although a small organization, has set some very ambitious goals. It has shown an ability to adapt its programs based on its successes and failures, as it attempts to meet the needs of the community serves. As it works with large numbers of volunteers who provide training and workshop facilitation, a major task is in coordinating these volunteers and making effective use of their skills.

Recommendations

1. The CBER coordinator identified the need for further managerial skills for adult education. These include: planning, team-building with volunteer staff, program administration and performance appraisals. In addition, other support staff should be provided with assertiveness training.

Crisis Care

The aptly-named Crisis Care office is a flurry of activity as staff attempt to deal with the long- and short-term problems facing local residents. It is precisely the organization's ability to deal with these problems that bring more people to its doors. Staff are stretched by the challenges but perhaps could be assisted by greater planning and coordination of efforts. In addition, long-range planning for the organization needs to be facilitated.

Recommendations

1. Personnel management training, including tasking and job descriptions, performance appraisal and assessment, would allow for better utilization of the skills within the

organization. This training should also look at conditions of employment that would allow staff members to meet organizational needs without severe disruption of their home lives. Team-building exercises would additionally strengthen the organization's ability to work together to understand the roles of individual members. Time management is an issue for all staff members.

2. Strategic and long-term planning technical assistance could be effectively utilized to assist the organization in getting out of the crisis mode in responding into needed problems.
3. Female staff members expressed a need for the development of their own leadership skills, self-confidence and assertiveness.
4. Computer training should be provided to the administrator/bookkeeper.

Edendale Lay Ecumenical Center

Edendale is a medium-sized organization that is providing a diverse set of programs for its local community. It is effectively headed by a director who has earned an MBA in the U.S. and has served as interim director for the past two years. The organization plans to grow slightly larger in the next year as it fills vacant positions. With a somewhat active board and management committee, an important future task is to provide training to the director, board and management committee on decision-making and roles and responsibilities of each of the bodies.

Recommendations

1. Personnel administration is a key area for additional training and technical assistance. This should include defining performance objectives, conducting appraisals and developing a merit pay system for staff.
2. Team-building within the organization and identifying and utilizing resources outside the organization are two additional ways to help strengthen this organization. Effective use and management of volunteers should also be part of this training package.
3. Training should be provided to the director and the board to delineate responsibilities and decision-making processes. In addition, this training should include how to make the board and management committee more representative of the community-at-large in terms of gender.

4. To upgrade the bookkeeper position into a financial manager, additional training is needed in budgeting, planning and other aspects of financial management. Computer training is also needed for this staff member and others.

Human Awareness Programme

The Human Awareness Programme appears to practice what they teach; they are very concerned with their own organizational development and internal systems. The staff was not able to identify any areas in management that they needed additional training or technical assistance at this time. The only potential need that they identified was in marketing of their services.

Recommendations

1. The staff could utilize training in marketing of their services, with a particular focus on marketing of their open courses, their organizational development services and their printed material. This training will assist in helping the organization reach its goals for increasing its earned income.

Institute for Natural Resources

The Institute is one of the largest organizations interviewed and has a number of unique characteristics. Unlike most other organizations, the Institute appears to be driven by funding and contracts. Although it has a mission statement, the staff complained that most work takes place with a short-term time frame of a year or less. In addition, the need to bill time to projects has in the past prevented collaboration, although this seems to have been somewhat overcome. As an academic institution, INR has difficulty in overcoming the particular world views of each of its academic specialists.

Finally, the Institute is a predominantly white male organization, with 75 percent of the staff male and 80 percent of the staff white. While there was some concern expressed by some of the staff about the composition of the organization, it is clear that there has been little direction from top management to change this situation. The Institute says that its funding base does not support programs for internal staff development, but it has apparently not asked any donors for such funding.

Recommendations

1. Specific technical assistance should be offered to the Institute to develop and implement a program of affirmative action within the organization. To carry out the recommendations that may follow from such technical assistance, USAID may then wish to grant additional funds to carry out in-house training that the Institute says it cannot afford to do by itself.

2. Strategic planning and program management is needed by the organization to more effectively carry out its programs. The Institute says it is driven by its contracts and funding but does not seem to be able to place these sources of funding within the proper organizational context. Organizational goals and objectives need to be clearly defined and action plans developed to follow through.
3. Multi-disciplinary team-building is another need for the Institute to overcome the inherent narrow academic boundaries that currently limit staff interaction. This will allow the present staff to better access skills that already exist within the organization.

Rural Advice Programme

The Rural Advice Programme is a medium-sized organization broken into three departments. Each of these departments is expected to work together, sharing their particular technical or organizational expertise. The organization has experimented with ways of team building among these departments and is presently looking at ways to strengthen the interaction between them. At this time little assistance is needed in with this issue, as the Programme is using its own resources to bring in the outside expertise that they need. The Community Development Department could benefit from some management training, particularly as its numbers are expected to double in the next year.

Recommendations

1. General, project and financial management training for the coordinator of the Community Development Department is recommended to allow her to handle the changes to come with additional staff.
2. All professional staff members could utilize training in time management and communications, especially around sensitive issues.
3. Computer literacy skills are also needed by the Community Development staff.

South African Association of Youth Clubs (SAAYC)

SAAYC is a small organization yet has a well-defined strategy for serving youth clubs and leaders throughout the country. The managerial skills required by the staff will allow them to better utilize the skills they bring to the job as well as identify skills that are lacking in the organization. The board of directors of SAAYC could be much more active in setting goals for the program and in providing additional expertise missing in the small staff.

Recommendations

1. Personnel management training that would include the development of a performance appraisal system based on an assessment of staff skills is a felt need of the organization.
2. Board recruitment and development training would help SAAYC to find the additional expertise that they need to run the organization. This training would also help to delineate roles and responsibilities for the board so they can more easily assist the organization to carry out its mandate.
3. Computer training is needed in financial management and in desk top publishing.
4. Proposal writing and fundraising skills were also identified as skills that could use some improvement. In addition, marketing and public relations training would assist SAAYC to publicize its work to a broader audience.

South African Black Social Workers Association (SABSWA)

Although SABSWA has a small national office, its two professionals serve 32 branches and over a thousand members nationwide. Most of the management issues arise from working with the branches and the executive committee of the organization. Since social work administration is not taught to black social workers, under the old assumption that they will never have managerial positions, there is a tremendous need to get these skills out to the field. Virtually all social workers in South Africa are women.

Recommendations

1. A remedial course in social work administration, focusing on management aspects of supervision, financial management, planning and program administration should be developed. This would allow the thousands of already trained social workers to begin to upgrade their skills to prepare them for new possibilities of advancement that will arise in the future.
2. SABSWA staff should gain training in proposal writing and fundraising in order to develop new programs to meet the needs of their members nationwide. In addition, program evaluation skills would be useful to the staff.

3. The national staff could also benefit from participation in training on functioning of boards and executive committees. Due to the lack of training noted above in administration, the executive committee of the organization needs to understand better its roles and responsibilities.
4. Computer training for the staff is also needed.

Township AIDS Programme

TAP is a small but rapidly growing organization that expects to double the size of its staff within the next year. This growth means that the charismatic leader, who has been doing a significant amount of outreach, will have to change her focus and take a much greater managerial perspective of the organization. Although this has started, additional technical assistance and training are appropriate at this time.

Recommendations

1. Specific organizational development technical assistance for this program is recommended, and would include assistance in development of organizational plans and objectives, development of personnel systems, and financial systems. All of this TA should not just be directed at the director, but a break down of roles and responsibilities among the staff is called for to utilize all staff skills.
2. In expanding the organization, the exact needs and skills required of personnel should be thoroughly examined, prior to significant expansion. Team building exercises should take place to ensure that all staff are being effectively integrated in the organization.
3. Fundraising training is needed by the director and the board and management committee.
4. The board and management committee of the organization are very active and are feeling overburdened. Goal setting and clear development of roles and responsibilities of the board might help to relieve some of the burden and allow members to feel more productive.

Trust for Christian Outreach and Education

The Trust is the largest organization the team visited. It has eight regional offices including the Pietermaritzburg main office. While the organization appears to be well managed and has significant resources for training, the regional staff can best utilize additional training. The organization has a training officer who plans and conducts most of

the internal training. At present, a training needs assessment is being completed for each staff member. This assessment will be completed in six to eight weeks and will give a clearer idea of the Trust's needs.

Recommendations

1. The regional office staff require training in financial management, budgeting and program administration. This needs to be coordinated with the main office.
2. Training in personnel management, including performance appraisals, hiring, firing and supervision is needed in all of the Trust's offices.

Valley Trust

The Valley Trust is a large organization working in kwaZulu. It is a sophisticated organization that has been working in rural development for several decades as it expanded from its original health focus. Although there are some black professionals on the staff, there still appears to be a bit of paternalism from management and the board of trustees. Education of the board on development issues is an important need of the organization.

Recommendations

1. The issue of affirmative action within the organization regarding the participation of blacks on staff and their ability to move into positions of management should be approached through some directed team building exercises. We received some indications that this is an issue in the organization but further sensitive discussions are necessary.
2. Education on the current issues in development is necessary for the board of trustees and management committee of the Trust. The board apparently contains a number of business people who have little experience with actual development issues and little knowledge of exactly what the Trust does on a daily basis.
3. Technical assistance in the area of performance appraisals and how they relate to job descriptions and salary and benefits is another way to deal with the personnel issues that were raised by staff.
4. Communications and assertiveness training would assist a number of the staff to feel more comfortable in expressing their needs within the organization.

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Vuleka Trust

This organization has a small core staff, but also works with approximately 25 active volunteer trainers (who receive an honorarium) who help conduct their education and community development workshops and activities. With their volunteer trainers, Vuleka consciously attempts to make up teams which are mixed by gender and race. Recommendations to be made concern improving the ability of the staff to work professionally and to learn from the experience of others.

Recommendations

1. Staff are in need of skills to develop program monitoring and evaluation systems, both for their own activities, and to understand how these can be applied to the organizations with which they work. They need exposure to models, especially relevant to NGO activities, which they can adapt to their own organizational structure.
2. Some of the activities which are administered from the core staff suffer from a lack of business administrative knowledge. The conference center and catering service are not administered to make full use of their cost-recovery potential. Administrative financial management and contracting skills are needed. This kind of training is specifically recommended for the Management Committee and core staff.
3. Trustees who are nominated by three different churches and do not have much prior knowledge about the Trust are not very interested in or involved in Vuleka's programs. It is recommended that Vuleka be included in a workshop run to help organizations work with their Boards and Executive Committees.

Zikhuliseni Community Programmes

Zikhuliseni is a small program with well-defined target populations and program activities. They have shown an ability to develop their programs with directed and appropriate research. The main management issues for the organization are in planning, team building and goal setting in carrying out actual programs. In addition, the organization uses a number of volunteer facilitators who need to be brought into the organization more fully.

Recommendations

1. Training in the areas of planning, goal setting and developing these into objectives for the year is a need identified by the staff.
2. Team-building with the staff members and volunteer facilitators would help to strengthen the organization's ability to reach its target population.

ANNEX C

Program Observations and Recommendations for COLD Grantees

The following are the program recommendations which are specific to each organization visited.

ACA/Women's Desk

This program has a broad range of technical assistance needs which are especially critical for the Women's Desk representative. The staff skills in their subject areas (with the possible exception of the communications specialist) have been learned on-the-job, and they do not appear to have benefitted from much outside expertise or feedback.

Recommendations

1. The staff felt that conflict resolution was an area becoming more and more critical in their everyday work, especially among the youth. Training in conflict resolution should be conducted for this organization.
2. Communications and counseling skills are also recommended, both in the actual training of staff, as well as in the transfer of such skills to the leaders of communities and civic groups with which they are working.

Black Sash

This organization has been able to identify its needs in both management and program strengthening areas, and is apparently largely able to find the resources to address those needs. Exposure to different methods and activities found in other situations is felt to be a useful program which has been experienced by the Director; she felt it would be extremely valuable to have some of her staff be able to participate in similar programs.

Recommendation

1. Black Sash expressed a need for learning about paralegal services in other countries (especially the U.S., perhaps through USIS and in Zimbabwe. The transfer of such experience to the South African context can help broaden their range of alternatives and skills, as well as giving them the opportunity to see how other programs -- successful and not so successful -- work.

2. In addition, a short-term program with exposure to race relations activities in the U.S. and other countries is desirable. This workshop should concentrate especially on improving people's ability to discuss issues in the workplace as well as in the larger, societal infrastructure.

Community Development Projects Association (CDPA)

Technical schools run by the State which are available to Blacks do not include practical experience as part of their programs. Thus, an individual may graduate with a diploma in bricklaying or electricity, but have never touched a brick or spliced a wire. (This is in contrast to White technical schools whose budget allows them to provide materials and space for such training). The goal of CDPA, then, is to try to find ways in which technical school students can receive some practical exposure and hands-on experience in the activities about which they are learning.

Recommendations

1. Attend a TOT on "How to Train in Bookkeeping and Financial Aspects of Business," so that staff can feel more comfortable in teaching others in this area. The staff have some skills, but need more assistance in working with individuals (especially for the women's program) who may be literate, but not well educated.
2. As CDPA is thinking of setting up a revolving loan fund (they already have funds set aside for this), training is needed on revolving loan funds.
3. CDPA needs assistance in developing its own materials for business training. It would also be useful to put them in touch with other organizations which are running entrepreneurship development programs so that they can perhaps make use of their materials.
4. Though the staff have had some exposure to facilitation skills and non-formal training, they still feel uncomfortable in managing groups and in running training programs. Participation in a TOT would be useful.
5. Though CDPA has a program of income generation specifically targeted at women, its other programs suffer from a lack of positive recruiting strategies designed to search out women with the knowledge and skills who would be eligible for such work. CDPA does not attract women participants in their programs. To increase their ability to ensure women's active participation once they are involved, CDPA should attend the "Working With Women Workshop."
6. CDPA is also concerned about working to improve the structure of education in the technical schools. They are very interested in participating in a policy workshop, to

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understand how they as an organization can help affect educational policies and specifically make improvements in the curricula of technical schools.

Council for Black Education and Research

CBER works largely with tutors who volunteer in the educational programs. Most of their needs at this time appear to be in the management area, but one area was identified as needing some upgrading in their programs.

Recommendations

1. A workshop is needed to give both facilitation skills training, but also, more specifically, an understanding of non-formal education and adult education theory to CBER's volunteer tutors who have little experience in this area.

Crisis Care

The staff of Crisis Care appears to be fairly well trained in working with youth and women on an one-to-one outreach basis. Additional training needs to focus on helping the staff in developing workshops and seminars to reach these targets.

Recommendations

1. A facilitating skills and public speaking course would be useful for staff members that are involved in developing workshops with the community.
2. Participation in the "Working with Women" workshop would help the staff be more attentive to bringing out women's participation in their programs.

Edendale Lay Ecumenical Center

This organization finds itself in the midst of an environment rife with political struggles and turf battles which sometimes affect its programming and activities. Due to the hiring of new staff, too, some foundation of how to work in this environment is needed, in addition to specific skills which will strengthen their already existing programs.

Recommendations

1. The staff (especially new staff) need training in conflict resolution, mediation training and negotiation skills.

2. Edendale is conducting programs of small business development and business training for women who are involved in sewing. The possibility of expanding out of the "sewing" are needs to be explored, and ways to promote other business activities should be identified. Training in small business development is recommended.
3. While Edendale would benefit from some additional training in entrepreneurship and small business development, and especially in how to develop and manage cooperatives, a critical area that needs addressing is the management of revolving loan funds and credit schemes.
4. Given the environment in which Edendale finds itself, counselling skills are highly important for dealing with the day-to-day individuals who come to their Center for assistance. Especially important in light of their programs with youth are counselling skills which address the problems of traumatized children and young people.
5. A new staff member is soon to be hired for the agricultural training program. Edendale espouses organic farming methodologies for its program, but has been unable so far to identify an agriculturalist who has specific knowledge and experience in the organic farming sector. Specialized training is requested in organic farming by Edendale.

The Human Awareness Program (HAP)

The office skills course attracts mostly women, by virtue of the traditional perception of secretaries and receptions being women. However, the other programs, especially community-based organizations who rarely have a woman on their executive or management committees generally send mostly male participants to the training courses provided by HAP. While HAP itself appears to have both the critical management and training skills for their own organization, they desire to learn additional techniques for encouraging sensitivity to gender issues to be part of their training.

Recommendation

1. HAP is an organization which is interested in upgrading its own skills in organizational development, but which also appears to be more trained in these areas already than most of the other organizations with whom we met. To continue to upgrade their skills in these areas we would recommend putting them in touch with organizations such as the National Training Laboratories (Washington, D.C.) and other Human Resources Development Programs (i.e., Georgetown Univ.), as well as providing them with names of publications in this topic area.

2. Awareness training on gender issues does not appear to be a problem. More useful would be a workshop on techniques of dealing with organizations who are not used to thinking in those terms, and transferring some skills in encouraging organizations to begin the process of incorporating women as full participants in the areas touching their lives.
3. HAP has expressed an interest in getting groups together who are working in non-formal education -- a networking activity. The work of USAID in this area would be to help provide an initial forum for this dialogue.
4. The training assistant identified as a need skills upgrading in English in order to move ahead in her profession. In addition, exposure to other trainers' styles and methodologies would help improve her knowledge and depth of understanding of training. She is working as an assistant to the training coordinator, but having exposure outside the organization would also be useful to her growth and development.
5. HAP identified a growing need for individuals skilled in dealing with issues of race and who are able to facilitate working such problems in the work setting. While this is an extremely delicate area to undertake and HAP does not feel comfortable dealing with it at this point, the organization has had some requests for programs dealing with such areas in the recent past. It is recommended that HAP trainers participate in the workshop "Building a New Society".

Institute for Natural Resources (INR)

The Institute is largely made up of scientists and technicians whose main areas of expertise include farming, forestry, natural resource planning, and so on. While their technical skills are strong, some of them self-admittedly have little understanding of development theory and working to develop communities, especially the long-term capacity building which is often more human resource-based than technical skills-based. INR is unable, as yet, to generalize their project learnings into working policy guidelines. They continue to do each day's work and accomplish many tasks which go towards creating their projects; however, as an institution, they have not yet developed a philosophy which is based on their field experience.

Recommendations

1. Staff of INR should be invited to attend some community development courses and development theory courses to broaden their understanding of the impact and potential impact of their work. Further exposure to development theory will help begin to crystallize what they are doing into such activities.

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2. To further improve their ability to affect the people with whom they are working in ways that extend beyond the purely technical, staff need "training of trainers" in management training and organizational development. As they work with civil and community entities, their ability to pass on skills in areas such as administration, proposal writing, bookkeeping and financial management, supervisory skills and participatory management is important. These programs should especially be geared towards training of illiterate groups.
3. Though the program does have women as beneficiaries, there is a lack of understanding of how to strengthen the women's skills through the programs offered. It is recommended that INR staff attend the "Working with Women Workshop."
4. INR needs to be exposed to other rural development projects, to learn from their successes and broaden their outlook on development. They should be included in activities to network with other organizations.
5. The staff feel the need to have further training in field participatory research. Though this is important given their institutional role, it is less critical than some of the items above.
6. INR also finds itself in a situation with much strife and conflict. They have requested that training in conflict resolution be provided.
7. In conjunction with some of the activities, notably a farming/gardens project, marketing skills need to be honed and the ability to look at small farms in a businesslike manner is needed. Entrepreneurship and business training is highly recommended.

Rural Advice Center

The main focus of the Rural Advice Center is on access to and management of water resources. The organization is comprised of three sectors: community organization, financial and technical (engineers). The community organization sector is the first to enter a community, laying the groundwork in organizing the community, helping them identify their needs, and training them in terms of project management. Only then do the other sectors enter and provide the technical assistance.

In the course of their water management activities, the Community Organization department has run up against other needs which often supersede the need for easier access to

water, areas such as income generation and childcare for working mothers. Some of the recommendations below touch upon these other issues as well.

Recommendations

1. The Director felt that she has benefitted enormously from seeing other successful community development projects, and would like to expose her staff to such projects in other parts of Africa as well. Specifically, there are projects in Kenya and Zimbabwe that are working in water management projects that work with women, which she feels would broaden the experience and foundation of ideas of her staff. It is recommended that the staff she deems most in need of such exposure (probably the two male staff who have less development background and less education in general than the female social workers) should be sent on an exchange program or visit to one or more of these programs. All of the staff, she emphasizes, could use these experiences, however.
2. The projects' target populations are often women -- as those who use water sources -- yet they are often not the individuals who initially participate in the programs and activities of the Center. RAC realizes that women not only need to be included as a target group but also that their participation must be proactively encouraged, through activities designed to increase their self-confidence. It is recommended that ~~though~~ the staff participate in the "Working with Woman" workshop and that the director might possibly help conduct programs in this area.
3. The communities the Center works with are often preoccupied with survival -- how to generate income for their livelihoods, which often supersedes the issues of water management and access. The program is finding that they are often unable to address these latter issues until some attention has been paid to the former, and yet their experience in small business and entrepreneurial development is practically nonexistent. It is recommended that they participate in an Entrepreneurship and Revolving Loan/Credit Training program.
4. The Community Organization department is engaged in practical field research to help them better understand the communities in which they operate, as well as the needs and potential programs that will help address these needs. However, training in applied research methodologies is an important area needing technical assistance.

South African Association of Youth Clubs (SAAYC)

This organization works with youth leaders to help them in their roles of working with youth. The most important area that is identified by this program is in helping youth leaders gain and improve their leadership and program management skills, to better identify needs

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and design programs for their youth members. Many of the skills needed here are the same as mentioned for other organizations' clients.

Recommendations

1. Field workers need further knowledge of adult learning and non-formal education skills, with special attention to issues in training youth in such skills. A TOT for SAAYC staff and a "How to Train Trainers" program should be conducted.
2. SAAYC staff, especially field workers, need training in how to encourage inclusion of women in youth programs, and how youth leaders can incorporate women in ways that are non-threatening and productive. Participation in the "Working With Women Workshop" is recommended.
3. The staff are aware of and have used materials from other programs, but need assistance and training in how to adapt materials to their own specific activities and to the South African context. Also needed is training in materials development, especially visuals, as one field worker who is an artist has a fund of ideas but difficulty in incorporating them into specific programs areas.
4. Information and training in how to set up and maintain a resource center for youth leaders and youth in the community, including acting as a referral organization for other services available in the community is recommended.

South African Black Social Worker's Association (SABSWA)

This organization has much experience and insight into working in its environment, and as its "clientele" is largely women (98% of 1,100 members), also has no need to be targeted for awareness building. What is more critical for their programs is growth in new areas. and it was clearly expressed that new challenges are currently being faced by their members and themselves. Skills in areas not previously a possibility, due to the infrastructure of social work activities and the dominance in managerial positions by Whites, are now appearing as more and more critical to allowing Black social workers to compete on an equal basis in the managerial levels of this sector. Black social workers are beginning to have opportunities (though mostly still outside the government's social work structure) for administering their own programs. However, they lack the supervisory, administrative and management experience and education to competently be able to take responsibility in these new areas.

Recommendations

1. SABSWA should be assisted in working to include management programs in the social work curricula of the schools in which Black social workers are currently trained. This activity may include assisting them in networking and helping them access similar materials from other countries, to working to help inform and influence policy of the pertinent schools and state organizations (see below).
2. SABSWA feels that it and its members are in a critical position to help inform and influence state policy on welfare. Given the fact that it is Black social workers who see and work with the difficult problems of the majority of the population, clearly they are the ones who can have a significant input into the knowledge and information base which should be the foundation of welfare policy-making. Some basic skills training in various areas will assist social workers and SABSWA in doing this as follows:
 - How to influence and inform policy-making
 - Writing skills
 - Communications and assertiveness training
3. SABSWA is finding its needs ever more sophisticated, given the level of interaction with the state infrastructure and potential for such interaction. In order to improve its credibility as well as to help improve its programs, SABSWA needs to gain experience and knowledge in the conduct of basic and applied research.

Township AIDS Project (TAP)

This new program is struggling with growth management issues, but also has some program areas that need attention to strengthen their efficacy. The program is branching out from a purely educational activity to one which will also provide counselling to AIDS patients and their families, or work with those who can do so. The staff feels, too, that the health personnel of hospitals (from nurses to doctors) are not very skilled in dealing with this disease, either from a humanistic counselling point of view or even a medical one. Myths regarding contamination still exist, even for the doctors working with such patients. The staff appear to have skills as social workers and are certainly informed of the AIDS-specific technical issues, but skills in transferring this knowledge to communities and professional medical workers is lacking.

Recommendations

1. The staff who will be working in the hospitals need training in how to train medical personnel. Being non-medical personnel themselves, they are perceived by the professionals (nurses and doctors) as interlopers and their input questioned. Techniques of creating credibility as well as working in the extremely hierarchical medical systems are needed. In addition, the staff interviewed felt that upgrading their

own counselling skills would be useful, especially in terms of working with men around this delicate issue.

2. The second major area needing skills-upgrading is "training of trainers." The staff do a lot of training, but feel that their skills have largely been picked up in passing. They need exposure to adult education theory and different training techniques.
3. Especially important for the staff, given their projects in the communities, is how they can train trainers. As they attempt to expand the population benefitting from their program, their goal is to train community leaders and community-based health workers in AIDS educational activities and counselling, yet the skills to transfer what they, the TAP staff, do by instinct are not yet developed. Therefore, a "How to Train Trainers Workshop" is needed.
4. The staff needs training in public relations and marketing; i.e., how to get their message across. They are interested in developing a resource center, doing t-shirts and bumper-stickers, and networking with other organizations. AID may find it useful to provide a workshop in public relations, marketing, and resource center administration and development.

Trust for Christian Outreach and Education

The Trust has varying programs in formal and non-formal education.

Recommendations

1. Participation in the "Working with Women Workshop" could assist them in looking at participant recruiting strategies for their bursary, as well as working with women to help improve their participation when involved in non-formal educational activities as well.
2. The Trust feels that their skills in materials development, especially training manuals and training program curricula, need strengthening. They also would like to be able to more adequately adapt materials that already exist for their own use.
3. As the training coordinators have now had much experience in conducting workshops and programs for the target groups of the Trust, a need has been identified to hold a conference of these individuals to share their experiences and compare notes on successful strategies and new ideas for program identification. Such a conference would also promote a sense of teamwork in this large, diverse program and allow it to consolidate its programming efforts. It is recommended that a conference bringing together upper to mid-level staff be held, which would enable experience and activities

to be shared, while also providing a forum for the results of the program assessment to be discussed and understood.

Valley Trust

This organization also has a broad range of activities. Some of its activities are resulting from needs which are identified by the community through field workers which are not necessarily part of the scope or current skills of the program, but which are also so strongly expressed by the community that they clearly need to be addressed. In attempting to meet these needs, new skills are needed by staff as well as the upgrading of current skills and the better use of those staff within the organization who are knowledgeable in some areas.

Recommendations

1. Activities in the small business development area have begun due to the needs of groups of women who were being trained in other areas, but whose overriding concern was obviously one of survival income. The staff involved in this activity need training in entrepreneurship development and in business skills training.
2. The small business development activities may be accompanied with a revolving loan fund. Valley Trust has no previous experience with the operations of this type of fund and therefore their participation in a seminar on the operations of revolving loan funds is highly recommended.
3. Staff need to have training in facilitation and conduct of workshops. They should participate in a TOT.
4. Specifically, staff also need training in how to train local "government" and tribal officials in management skills, including accountability, participative management, and management of development committees. Key to this program would be how to work with the delicate issue of training sometimes authoritarian chiefs and officials who may feel the training infringes on their traditional stature. Such programs should emphasize marketing these concepts in ways that are acceptable to and even attract the participation of the target group.
5. This organization is also interested in learning more about how policies are made and how entities such as themselves can provide their experience-based knowledge to inform the process. They feel they have particular experience in grassroots, rural development, yet have little knowledge of how to convey this valuable information to the decision-making bodies of the local or state governments.

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6. Some technical training in "training of literacy trainers" and technical skills training for youth was identified as a need, including adult and non-formal education theory and practice.

Vuleka Trust

A small organization in terms of permanent staff, the program appears to be conceptually strong and has planned outcomes which are based on progressions of skills and activities. Specific needs for upgrading their program mostly center around training skills and enhancement of their ability to meet their need internally through materials development and so on.

Recommendations

1. Though the staff do much conflict resolution, mediation skills and negotiation skills training, further strengthening of their skills in these areas is requested, especially due to the changing environment and pressures placed on interest groups. Training in "training of trainers in conflict resolution" is especially recommended.
2. The Vuleka Trust needs skills in both identifying new sources of resource materials such as audio-visuals and topic-specific training, but also needs assistance in learning how to write up scenarios for training programs such as role plays and case studies. Training materials for some specific programs need to be further developed (especially mediation skills development), as most material found is not contextually useful for South Africa and is difficult to adapt. Participation in a materials development workshop is highly recommended.
3. Financial management skills training of trainers for NGOs is needed by staff. In their work with other organizations they often find that one of the largest problem areas is accountability and financial management of the organization. We recommend that Vuleka be given training in how to transfer administrative, especially financial management and bookkeeping skills to its client members.

Zikhuliseni Community Programmes

Zikhuliseni conducts management training in everything from group dynamics to financial administration to goal setting for its member Burial Societies. They are also beginning to look at helping Burial Societies expand their activities to include the investment of the funds which build up within the groups. Women make up a large number of the members in some groups, and other groups are almost solely comprised of women, however in mixed groups the men tend to be the ones holding elective positions and women do not

participate in discussions as much as men did. The following recommendations are made for Zikhuliseni:

Recommendations

1. The "Working With Women Workshop" is recommended for facilitators which will work to both improve their training skills, but also address the issues of encouraging participation of women in mixed groups.
2. The staff requested training in conducting a needs analysis for training for their programs and constituents. Training in the methods of needs analysis was deemed important by staff.
3. This organization is in the process of developing ideas for entering into an entrepreneurial training activity with its member burial societies. The Center is being asked to give guidance and training in small business development and cooperative activities, and while the training coordinator has some experience in this area, more training and ideas relevant for a group activity such as this are needed. Specifically, Zikhuliseni needs further training and training of trainers in the entrepreneurship sector.

ANNEX D

List of Persons Interviewed

COLD Grantees

ACA/Women's Desk

Ms. Yvonne Ngakane	Women's Desk Coordinator
Ms. Flora Tseleli	Youth Desk Coordinator
Mr. Steven Peter	Communications Coordinator

BERT/Council for Black Education and Research

Ms. Tshidi Napo	Coordinator
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BERT/Community Development Projects Association

Mr. Kenny Nkwanyana	Coordinator and Trainer
Mr. Welile Khoza	Public Relations Officer and Trainer

Black Sash

M. Sheena Duncan	Director
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Crisis Care

Pastor Roger Govender	Director
Rev. Lincoln Makhubu	Coordinator for Ministries
Ms. Veronica Hurbans	Bookkeeper/Gen. Administrator
Mr. Bongzi Hlengwa	Coordinator Community Support Program
Ms. Sandy Naidoo	Coordinator for Counseling/Education Dept.

Edendale Lay Ecumenical Center

Mr. Mboniswa Sikhakhane	Director
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Human Awareness Program (HAP)

Ms. Janet Shapiro	Director
Ms. Benita Pavlicivic	Training Coordinator
Ms. Fundiswa Rubarta	Training Assistant

Institute of Natural Resources

Mr. John Erskine	Project and Finance Manager
Mr. E.A. Pollett	Project Coordinator
Mr. Raymond Auerbach	Project Leader
Mr. Alistair MacIntosh	Research Fellow
Mr. Aubrey Ngcobo	Kellogg Intern
Ms. Tessa Cousins	Organizational Dev. Facility
Ms. Michelle Friedman	Gender Project Leader

Rural Advice Center

Ms. Mimie Sesoko	Director of the Community Development Department
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SABSWA

Ms. Ntjantja Ned	National Projects Coordinator
Ms. Sina Ramakhula	AIDS Program Coordinator

SAAYC

Ms. Christal de Saldanha	Office Manager
Ms. Daphne Gallon	Bookkeeper
Mr. Tefo Diphoholo	Field Staff
Mr. Shadrack Madingwane	Field Staff
Ms. Deirdre	Secretary

Township AIDS Project (TAP)

Ms. Refiloe Serote	Director
Ms. Maureen Seema	Social Worker
Mr. Tseko Simon Nkoli	Field Worker

Trust for Christian Outreach and Education

Ms. Rita Edwards	Deputy Director
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Valley Trust

Dr. Irwin Friedman	Former Director, Consultant to the Organization
Ms. Caroline Grant	Education Program Manager
Ms. Lungile Bengu	Community Nutritionist
Ms. Elizabeth Green	Finance Officer

Vuleka Trust

Ms. Vuyi Nxasana

Assistant Director

Zikhuliseni Community Center

Mr. Michael Qawu

Training Coordinator

Ms. Mani Molefe

Field Coordinator

Mr. Ishmael Mkhabela

Facilitator

Other Contacts

Mr. David Adler

Director, Community Based Development
Programme, University of
Witwatersrand

Mr. Robin H. Lee

President, Robin H. Lee Assoc.

Ms. Jennifer Kinghorn

Lawyer

Mr. Maurice Malike

Coordinator, Community Organization
Support Program
Association of Black Accountants of
South Africa