

# DAG Development Facilitator and Active Citizen Internship Programme

Evaluation: Final Report

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**James Taylor**

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# DAG Development Facilitator and Active Citizenship Internship programme Evaluation

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## 1. Executive Overview

### 1.1 The programme under evaluation.

The Development Action Group (DAG) piloted the Development Facilitators and Active Citizen Internship (from now on referred to as the DFI programme) for already active citizens/youth living in Khayelitsha. It was an 8 months full-time internship which commenced in August 2015 and ended in April 2016. DAG recruited 25 (of which 23 completed) youth leaders and activists drawn from local resident groups, members of CBOs and NGOs, community-based campaigns, and social networks and movements with a strong interest in “making the change happen”. The internship was directly linked to the objectives and anticipated outcomes of DAG’s Re-imagining Cape Town Programme and, in particular, to the partnership-based Re-imagining “Mayenzeke eKhayelitsha” Project. The project has six outcome areas: access to basic services; affordable housing; tenure security; improved livelihoods/job creation; environmental awareness and sustainability; and, strengthening social capital/networks.

#### DFI Programme Objectives

- Strengthened knowledge, skills and capacity of active citizens, particularly women and youth to engage with and facilitate changes within their own wards/human settlements.
- Women and Youth Empowerment and Employment.
- Social Capital for DAG and Partners to work with in the Re-Imagining Khayelitsha Project.
- Capacity building of civil society in order to develop the urban and human settlements sector.
- To improve capacity of identified CBO/NGOs in Khayelitsha through DAG’s Development Facilitation and Active Citizenship Training Programme

To implement the internship DAG worked with number of project partners including; The Grail Centre-Training for Transformation, University of Cape Town- Adult Education Department and Global Citizenship Programme and contracted specialists and individual consultants. The first phase of the internship included a range of formal and informal learning and knowledge-building opportunities; experiences, exposures and events. This involved 71 days of structured modules, 23 facilitators and a programme of responsive reflection sessions.

The second phase of the internship consisted of one month of mentored/supervised placements in 13 on-the-ground projects and initiatives. **(For summary of elements of programme, content of modules, placement organisations, and assignments see Appendix I. For full programme, content, and presenters see appendix V)**

The total cost to DAG of the eight month programme for 23 participants was approximately R2,2 million.

## 1.2 The Evaluation its purpose and process.

Conceived as a pilot programme, this evaluation was factored into the original design as a means of drawing learning and informing the future implementation of the programme. The evaluation was conducted in June and July 2016 after the programme had ended in April.

With the focus on learning, the evaluation was designed as a participatory experiential learning exercise drawing on the experience of the following primary stakeholders: the interns; directly involved DAG staff and Chair of the Board; project partners and facilitators; supervisors in placement organisations (for full **list of respondents see Appendix II**). Data sources included: a review of key documents (for list of **documents read see Appendix III**) structured focus group and questionnaires (with 13 interns) and further individual interviews with (3) interns. All other respondents were engaged through individual interviews.

The questions posed in the terms of reference for the evaluation were used to generate evaluation questions to give focus to semi-structured interviews. The focus of the interviews shifted as insight was gained and themes emerged. **(For evaluation brief see Appendix IV)**

The final report follows a preliminary report that was submitted to a workshop of DAG staff and interns. In the workshop held on 4<sup>th</sup> August 2016 it was advised that the format of the report not be substantially changed, but areas requiring additional focus and information be added. In addition to evaluating the impact and accountability of the programme the report is structured to draw out key learnings as a primary focus. There is no executive summary. The body of the report is a short presentation of the distilled findings, conclusions and recommendations that have been engaged with and further shaped through the workshop. It is followed by a section with expanded and more detailed findings only on key themes identified in the workshop as important for the learning of DAG. The most essential Appendices are added as source information.

The report is structured in five sections: the executive overview; main findings; conclusions; recommendations; and expanded findings on key themes.

## 2. Main findings.

### 2.1 The origins of the DFI programme.

The programme has built on many years of DAG's engagement in capacity building and leadership development of community members involved in community based organisations and structures. The programme was conceived and implemented very intentionally as a pilot programme as part of a larger shift in strategic focus. It was different from previous capacity building initiatives in its targeting of youth; its geographic focus on Khayelitsha as part of the "re-imagining" programme; its combination of partner organisations and specialist facilitators and the modules they present; the payment of stipends; and placement in organisations to do practical work.

## 2.2 The essential strengths of the programme.

### 2.2.1 An appropriate DAG response to important and urgent needs.

From a strategic thinking point of view the logic connecting the objectives of the internship to the changed broader organisational strategy is clear. From an organisational capacity, skill and experience perspective the programme reflects DAG's core competence and its ability to use its history of relationships with organisations and individuals to embed the programme in community needs and initiatives. DAG further effectively used its relationships in engaging programme partners with the necessary competence and skill to complement its own expertise.

From a broader societal point of view there is a strong and growing identification of the need for building the agency of citizens as a crucial contribution to addressing the systemic challenges being faced by South Africa's emerging democracy. With half of the country's population under the age of 26, a national unemployment rate of 26% and youth unemployment rate of double that<sup>1</sup> the programme's focus on youth and employment is more than justified. A murder rate of between 150 and 200 murders per 100,000 persons in Khayelitsha<sup>2</sup> (amongst the highest in the world for a country at peace) is an indication of crime in informal settlements and the urgency of the need for exploring creative responses. The theme of building active citizenship is being identified as crucial by many of the country's leading social justice driven civil society organisations. As a result the DFI pilot programme is not only of value to DAG, but also to all other organisations committed to building civic agency.

The findings of the evaluation indicate that the programme substantially met the needs and expectations of the community-engaged young adult interns (For expectations and extent to which they were met see **expanded findings section 5.2**). Their essential needs brought into the programme revolve around skills and personal development that can improve their prospects in serving their community, embarking on a career and earning a living.

Focusing the programme on young adults (particularly women) was recognised by many respondents as meeting a societal and an inter-generational need to vitalise civil society to deliver on its crucial function.

#### Breakdown of interns per male/female/age

female	15
male	8
24-29 years	11
30-33 years	9
39-42 years	3

<sup>1</sup> <http://www.tradingeconomics.com/south-africa/unemployment-rate>

<sup>2</sup> <http://www.stabilityjournal.org/articles/10.5334/sta.fp/>

### 2.2.2 Effective in meeting programme objectives.

There is evidence that the programme has had a marked impact on the knowledge, skills, attitudes and agency of the interns. This is not only attested to by themselves, but confirmed by both the facilitators of the different modules and the supervisors in the placement organisations. There is concrete evidence of the use of skills in impressive initiation of work on the ground. There are examples of the programme leading to employment and even to contributing to the confidence, knowledge and ability of an intern now running as a ward councillor in the local government election.

At a deeper level the combination of elements, inputs and activities on the programme have collectively been successful, not only in developing usable skills in facilitating development, but also in triggering something in the human will and intention of interns contributing to them becoming more engaged, creative, proactive 'active citizens'. There is something in the combination of exposure to more of oneself – to more of one's community, city, and world through a personal and group journey of experiential learning and doing that has worked. There is something that works in linking the personal journey of learning and transformation to an expanded political consciousness and understanding led by re-imagining one's own community and city. The act of mapping, surveying, engaging and learning more about one's own immediate surroundings and the structures and power dynamics through which they are shaped helps to shift the way the world is seen and engaged with. (For results of **rating and ranking** of the different **elements of the programme see expanded findings section 5.3**)

At this stage (just after completion) the effectiveness of programme is most evident in the benefit to the individual interns. The social capital for DAG and Partners to work with in the Re-Imagining Khayelitsha Project is at present largely realised through DAG benefiting directly from interns now engaged in the organisation and the expanded relationships with and through them. The effectiveness in building the capacity of civil society in order to develop the urban and human settlements sector, and improved capacity of identified CBO/NGOs in Khayelitsha is similarly realised through the contribution of individual interns for now. While sound in theory and intention, the broader objectives of turning individual development into social capital that shapes the future of re-imagined cities remains to be achieved in practice over time. As a part of DAG's existing network of organisational and individual relationships the 23 'graduates' of the internship programme have the potential to be an important injection of skill and youthful activism to their organisations, communities and DAG's future work.

## **2.3 Areas of weakness of the programme.**

### **2.3.1 Affordability.**

The programme was costly both in the payment of R3,500 per month stipends to participants for the 8 month duration; and in the other programme costs. The full cost of the programme to DAG per participant was R95,000. The cost of the programme per participant excluding stipend was R66,000.

### **2.3.2 Re-imagining social capital formation.**

At the core of the thinking behind the programme is an assumption that individual learning and development can contribute to collective social capital that can contribute to shifting the allocation of resources and efforts to re-shape cities. The process through which informed activated individuals contribute to the re-imagined social fabric is not sufficiently evident or well-articulated in the conception or in the content of the programme. The surveys, mapping and imagining, focus primarily on the built environment, infrastructure and provision of services. There was less evidence of mapping, surveying and imagining the social fabric and capital of the systems that underpin the integrated inclusive city of the future. The new imagined organisational forms, structures, systems, relationships and practices that link activated individual citizens through civil society organisations to economic and governance institutions in the future are not sufficiently engaged with. In order to be able to evaluate this aspect of the programme in the future (and to inform the work needed to achieve it) the 'theory of change' in regard to social capital formation needs to be more clearly articulated. This will also assist in coming to a more informed decision on how (or whether) the DFI programme fits into the future work, purpose and organisational strategy of DAG.

### **2.3.3 The role of livelihoods in the DFI programme.**

Very strong and clear feedback from interns highlights the fact that the role of and approach to livelihoods in the DFI programme needs to be clearer. Their demand is that DAG be clear, transparent and honest around its intentions. The energy around this issue reflects an expectation around the link between an internship and the possibility of future employment. The particular frustration is with the lack of transparency in the process through which a select few interns get to become a part of DAG itself. It was also suggested that a lot more clarity is needed in the original advertisement and recruitment process to better inform expectations. At a more general level the lack of clarity is revealed in the role of entrepreneurship and small business development on the programme, as well as placements in other organisations, and how these fit DAG's purpose of building social capital at community level to support its strategic purpose. For some the link between small business entrepreneurship and becoming an active citizen was clear and valued. For others there was a sense that there are many organisations promoting entrepreneurship and small business development, and that DAG need not replicate that.

### **2.3.4 The use of stipends.**

This is not presented so much as a weakness, but a point of contention. The use of stipends is controversial. The arguments raised against stipends include: undermining affordability and replicability of the programme; the impact on the relationship between DAG and the community they serve when

people are paid to participate in programmes; and impact on motivation and commitment. Those in favour see it as a crucial contributor to creating an opportunity and set of conditions conducive to learning that is capable of shifting mind-sets out of the grinding oppression of poverty towards proactive engagement and initiative. To the interns, stipends are seen as a crucial element of the programme's link to livelihoods and building towards a job and a career.

### 2.3.5 An exercise in collaborative innovation and experimentation.

The DFI was an innovative pilot programme in which DAG took the lead. It benefitted from the bold pioneering approach of not over-planning and 'getting on with it' with the intention of 'learning as we go'. It fell short however of maximising the learning opportunity. It did not succeed in building sufficient ownership and buy-in within DAG itself. The leadership taken in convening, launching and resourcing the programme is highly appreciated by the programme partners who contributed to its content. There was however not sufficient collaborative process built into the design and implementation. The potential to effectively co-design, coordinate and build on each other's contributions was not realised. The programme facilitators came together once to review and share, but this did not suffice in building a coherent consciously and constantly evolving, co-owned programme based on the experiential learning it promotes.

## 3. Conclusions

3.1 The DFI programme has succeeded in bringing together and coordinating a specific combination of content elements (and partners to deliver them) that have been effective in achieving the purpose of building a cadre of young active citizens with a beginning foundation of competence in facilitating development. The most crucial elements of the programme were found to be: 'Training for transformation'; 'Designing and facilitating learning events'; politics and governance; and supported placements in implementing organisations in community. **For an expanded assessment of the elements of the programme most crucial to its effectiveness see section 5.1**

3.2 The selection of participants was effective in bringing together individuals already involved in community activity with potential and interest to grow this. They were able to use the content of the programme effectively. From a broader societal perspective it is a crucial target group to engage and equip for an active role in their communities and own careers. From DAG's organisational perspective and purpose it would have been more beneficial to recruit participants through organisations DAG has closer working relationships with in the community.

3.3 The DFI programme has contributed directly to the 'Re-imagining Khayelitsha' project. It has done this by taking a core group of young adult active citizens through an intensive process

of expanding and informing their capacity to reimagine, improving the skills to act, and providing opportunities to implement. The full potential value of the programme has only been partially realised as the next phase of follow-up and building the present group for mutual support and for furthering DAG's strategic intentions has yet to take place.

3.4 The pilot programme is an important contribution to addressing a large and urgent development need that is being realised and responded to by many other organisations. The learning from this pilot is an important contribution. There is scope and justification to look for opportunities and means of collaborating with others to build the programme beyond DAG strategic needs and interests and beyond being a DAG initiative.

3.5 Creative and innovative design thinking needs to go into two crucial elements of the model. One is to further build on the process of linking individuals through organisations into community in ways that combine: individual development and facilitation skills; building community-based social capital; and contributing to career possibilities. The second is in the area of containing costs and developing a sustainable funding model.

At present the cost of the programme of R66,000 per participant (without stipend) is prohibitive and not replicable. By way of comparison the cost is just more than fees for the most expensive first-year degree course in the country (medicine at UCT in 2015 @ R64,500<sup>3</sup>). **For an expanded overview of the costs of the programme see section 5.6**

3.6 To build on the success and the potential of the DFI programme will not be easy and will require high levels of commitment, skill, effective collaborative leadership and ongoing learning. To take what has been piloted and grow it will take leadership with a courageous leading edge to it. What is required is in tension with powerful forces that shape the sector at present. It will need to be a long-term resource intensive programme that brings together implementation and funding partners in highly collaborative, creative and innovative ways. All of this is contrary to the short-term, project based, results driven, competitive, individualised, sub-contracted culture which is dominant in the sector.

3.7 DAG has important work to do in further clarifying its theory of change and strategic priorities based on the experience of implementing this programme. It then needs to decide what to do with the learning from this pilot. It can continue to drive and grow it. DAG can look for partners to take or share the leadership and ownership. It can take its experience and needs to join and shape the initiatives of others. Or it can decide that its strategic focus and

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<sup>3</sup> <https://africacheck.org/reports/how-much-will-it-cost-to-go-to-a-south-african-university-in-2016/>

objectives have changed, take the elements that will work in their future strategy, and let the rest go.

## 4. Recommendations.

Strategic recommendations:

- 4.1 That DAG clarifies its strategy on what elements of the programme to replicate within the organisation and in what form.
- 4.2 That DAG brings together its implementation partners (and consider including other interested potential future partners) to share the above decision and the learning that led to it.
- 4.3 That the primary areas of learning listed in the conclusions become a part of planning processes for any future implementation of the programmes. That the experience of the pilot be used to innovate further in designing the critical components related to: linking individual development to building social capital; a cost-effective financial and funding model that incorporates stipends in a way that links to livelihoods; and the consolidation of the essential elements of the programme that contributed most to its success into a more streamlined programme.
- 4.4 That the pilot programme participants be followed up and supported to evolve into some form of 'community of practice' network and included where appropriate in DAG strategies.
- 4.5 That the progress of interns be tracked over a longer period to assess the impact of the programme on individuals, organisations and communities. That this exercise be a part of developing an effective and appropriate monitoring system for future programmes that will track and learn from individual development (including knowledge, skills and attitudes) through to community social capital formation.

Operational recommendations:

- 4.6 That the programme could be condensed into a shorter period, particularly if it did not run over the December/January period which is not productive time. Some suggest that it would be possible to run two 4-month programmes per year.
- 4.7 The use of stipends is controversial and needs to be carefully considered. The arguments raised against stipends include affordability, the impact on the relationship between NGOs and the community they serve when people are paid to participate in programmes, and impact on motivation and commitment. Those in favour see it as a crucial contributor to creating an opportunity and set of conditions conducive to learning that is capable of shifting mindsets

out of the grinding oppression of poverty towards proactive engagement and initiative. To the interns, stipends are seen as a crucial element of the programme being a contributor to building towards a job and a career.

4.8 The placement of interns in community organisations could become a more integral and productive part of the programme if all interns were placed in organisations from the outset (or recruited through organisations).

4.9 The livelihoods component of the programme needs to be clarified. The intention between: promoting social entrepreneurship; small business development; or employment in a civil society or community organisation is unclear. Calling the programme an internship creates unfulfilled expectations and confusion.

## **5. Expanded Findings on Key Themes**

### **5.1 Logic, conception, and overall design.**

The essential logic that informs the internship programme was found to have promise of being sound. The assumption is that the internship programme can improve DAG's ability to work in partnership with more informed and active citizens and citizen groups on innovative demonstration projects that build the foundation of re-imagining human settlements. The finding of the evaluation is that there is evidence suggesting that this could be the outcome of the programme but a further concerted, thoughtful and skilled commitment of time and effort will be required to realise the potential.

The essential design elements include: An 8 months full-time internship for around 25 women and youth who are already active in their communities. The programme was comprised of a specified set of action learning modules starting with a one week residential 'Training for Transformation' module at the Grail centre in Kleinmond and ending with a one month placement for practical experience. Each intern received a R3,500 per month stipend for the full period. To present the required combination of learning modules to make an effective programme (dealt with below) a number of different project partners and specialists were needed.

The finding is that the targeting of youth and women; starting with a residential week to build relationships in the group; using project partners to present modules; and being placed in community organisations to do practical work are all crucial contributions to the overall success of the programme.

The internship programme was consciously approached as a part of a change initiative within DAG. There is evidence that a lot of thought went into the combination of its essential design components in relation to purpose. In its implementation however there are many characteristics of an experimental

initiative that is not over-planned as the point is to learn from the doing. At times the implementation was experienced as being rushed and the detail not sufficiently well planned.

## 5.2 Effectiveness of DFIP in meeting individual intern’s needs.

The 13 interns surveyed were each asked to identify the three priority needs/expectations they had on entering the programme. Of the 39 needs/expectations identified 31% were met completely, 28% were well met and 28% were met well enough. In total 87% of all priority needs and expectations were at least adequately met, with 28% were experienced as being fully met.

**The four most common need/expectations, frequency and average ratings of needs/expectations identified:** (1=not at all; 2=not very well; 3=well enough; 4=well; 5=completely)

Needs/expectations	Times listed	Average rating out of 5
Experience; networking; exposure to life in our communities	7	4.3
Change agent; be empowered; self-development	6	3.7
Skills; practical hands on.	6	4.0
Knowledge	4	3.8

## 5.3 Elements of the programme most crucial to its effectiveness.

When asked to organise the large range of activities of the programme into modules the interns presented seven essential elements of the programme (see Appendix I - for full detailed programme of all activities see Appendix V). Each module was rated by every respondent on: quality of presentation, how understandable and accessible the content was; contribution to knowledge and thinking; contribution to changed attitudes and feelings; contribution to ability to implement. After rating each module they were ranked from contributing most value to learning (1) to being of least value (7) to the learning of each intern.

**Results of the questionnaire rating of the content of modules than ranking them.**

Rating of content: 1= low; 3=medium; 5=high

Ranking from 1 to 7 in order of highest to lowest value.

<b>Reimagining Khayelitsha</b>	<b>Quality of presentation</b>	<b>Content understandable and accessible</b>	<b>Contribution to new knowledge and thinking</b>	<b>Contribution to changed attitudes and feelings</b>	<b>Contribution to ability to implement</b>
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 4 8	2 6 5	1 2 10	3 10	7 6
Ranking: 1( ) 2(2) 3(3) 4(5) 5( ) 6(2) 7(1) Average= 4 Ranked 3rd					
<b>Politics and Government</b>	<b>Quality of presentation</b>	<b>Content understandable and accessible</b>	<b>Contribution to new knowledge and thinking</b>	<b>Contribution to changed attitudes and feelings</b>	<b>Contribution to ability to implement</b>
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	2 5 6	1 5 7	3 10	8 5	4 7 2
Ranking: 1(1) 2(1) 3(3) 4(1) 5(3) 6(1) 7(3) Average=4.46 Ranked 4th					
<b>Training for Transformation</b>	<b>Quality of 2presentation</b>	<b>Content understandable and accessible</b>	<b>Contribution to new knowledge and thinking</b>	<b>Contribution to changed attitudes and feelings</b>	<b>Contribution to ability to implement</b>
	1 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 12	1 12	1 12	1 12	3 10
Ranking: 1(8) 2(3) 3(1) 4( ) 5(1) 6( ) 7( ) Average=1.69 Ranked 1st					
<b>Livelihoods</b>	<b>Quality of presentation</b>	<b>Content understandable and accessible</b>	<b>Contribution to new knowledge and thinking</b>	<b>Contribution to changed attitudes and feelings</b>	<b>Contribution to ability to implement</b>
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	2 9 2	1 9 3	7 6	8 5	10 3
Ranking: 1( ) 2(1) 3(1) 4(3) 5(2) 6(5) 7(1) Average=4.9 Ranked 5th					
<b>Participatory Planning</b>	<b>Quality of presentation</b>	<b>Content understandable and accessible</b>	<b>Contribution to new knowledge and thinking</b>	<b>Contribution to changed attitudes and feelings</b>	<b>Contribution to ability to implement</b>
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	5 8	1 6 6	5 8	3 10	1 5 7
Ranking: 1( ) 2( ) 3(1) 4(2) 5(3) 6(4) 7(3) Average=5.46 Ranked 7th					

Design and facilitate learning events	Quality of presentation					Content understandable and accessible					Contribution to new knowledge and thinking					Contribution to changed attitudes and feelings					Contribution to ability to implement				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
				2	11				1	12				1	12				2	11				1	1
Ranking: 1(4) 2(5) 3(2) 4( ) 5( ) 6( ) 7(1) Average=2.23 <b>Ranked 2nd</b>																									
Placements	Quality of experience					Quality of support					Contribution to new knowledge and thinking					Contribution to changed attitudes and feelings					Contribution to ability to implement				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
				5	8			2	5	6			1	6	6			1	5	7			1	5	7
Ranking: 1( ) 2( ) 3(2) 4(4) 5(2) 6(1) 7(4) Average= 5.07 <b>Ranked 6th</b>																									

In sequence the modules were ranked in order of value as follows:

1. Training for transformation.
2. Designing and facilitating learning events.
3. Reimagining Khayelitsha
4. Politics and government
5. Livelihoods.
6. Placements.
7. Participatory planning.

### Findings.

The picture that emerges from the ratings overall is that all aspects of all modules were found to be at least of acceptable quality with the vast majority of ratings being at the high end (4 or 5 on a scale of 1 – 5). This applies even to the lowest ranked modules.

When explored further the low ranking of livelihoods was explained as reflecting the fact that many of the interns did not want to start their own business. It was highlighted that those who were interested in business valued the livelihoods inputs highly. In the feedback from interns on what should be done differently in future there was a strong feeling that more time should be allocated to placements where learning could be put into practice. The ranking of participatory planning last was explained as a result of the content having largely been covered elsewhere. The low ranking of livelihoods and participatory planning were confirmed when the group was challenged by the question that if DAG had to let two modules go – which should they be. But again it must be noted that in relation to livelihoods this was not unanimous (5 of the 19 respondents rated livelihoods amongst the top four most valuable modules). In relation to participatory planning it was emphasised that the reason for its low ranking was duplication.

The findings indicate that the modules combined in the programme are effective in achieving the purpose of “preparing highly motivated and energetic young women and men from still disadvantaged communities with sharpened self-awareness, personal confidence, new knowledge, and exposures to new areas of learning and understanding”. Although identified as being insufficient, the programme did “provided for hands-on experience to become assets as fieldworkers, development facilitators, change agents and active citizen for their own and other CSOs”. The modules were generally highly valued.

The **combination of elements/modules of the programme** go well beyond what is commonly undertaken as training and capacity-building. The programme combines personal development and self-knowledge, with increased knowledge of the development of own community and city. It engages participants in a personal and political journey of external power and internal agency. Through providing concrete skills and opportunities the programme contributes significantly to making real the practice of active citizenship and the confidence to act. The achievement of intervening into the lives of individuals to the point of impacting at the levels of knowledge, thinking, attitudes and ultimately impacting at the level of the will and intention must not be underestimated. All the facilitators interviewed commented on how impressed they were with this group of young adults and how they had used and benefitted from the internship.

The evaluation supports the views of the participants on the most crucial elements in contributing to success. ‘Training for transformation’ (with its linking personal development to community activism, and the residential element at the start to build group cohesion) and ‘Designing and facilitating learning events’ (with practical skills and its link to the university and the prospect of further accredited learning) are key. The third key element is politics and governance. Through DAG’s initiation of the programme the Reimagining Khayelitsha project acted as one of the vehicles for this important aspect of the programme. Should the programme grow beyond DAG, different organisations could bring their particular focus to their participants through this aspect of the programme. In the initial pilot many different activities and facilitators contributed to this aspect of politics and governance. Further work needs to be done to coordinate and consolidate this important aspect of the programme. Longer, well supported placements to ground the learning in practice and experience is binding element (its low ranking was as a result of there not being enough of it).

#### **5.4 Effectiveness of DFIP in meeting DAG’s and CBOs needs.**

There is sufficient evidence to suggest that the programme was effective in substantially achieving the six originally intended internship objectives listed above in the section describing the programme and its purpose. In particular there is much evidence of meeting the first two objectives that link the notions of empowerment and active citizenship to strengthened knowledge, skills and capacity of women and youth. Underlying this achievement is a much referenced shift in attitude, relationship to self and community, and a resulting sense of agency, hope and purpose. Evidence of this achievement come from all those interviewed who were directly involved on the programme and from the activities and initiatives of the interns.

The last three stated objectives are more directly aligned to DAG's broader organisational strategic objectives. Again there is evidence that the conception and implementation of the internship programme has laid a foundation of potential social capital to support the programmes of DAG and its partners in the future. This potential is related specifically to the broader "reimagining" programme as conceived as central to the strategic focus of DAG. The realisation of this potential lies in the future and is dependent on further building on the foundation. There is already evidence that interns who have completed the programme are contributing to the capacity of CBOs and NGOs.

## **5.5 Recruitment and selection of participants and community organisations.**

The course facilitators who worked with the group of interns were impressed overall by the composition of the group and the engagement, commitment and contribution of the individuals. Contributing to unleashing and growing the creative energy and potential of youth in particular as active citizens was experienced as the essential value of the programme. Selecting interns from those already engaged in community activity of some sort was crucial.

The diversity of the group in terms of the type of community interest and engagement they brought into the programme added to a dynamic learning environment but contributed to questions raised around the contribution of the programme to DAG's purpose and objectives. The composition of 15 female and 8 males with 11 between the ages of 24 and 29; 9 between 30 and 33; and 3 between 39 and 42 reflect the intention of focusing on youth and women.

Continued.....

## 5.6 Costs of DFI programme.

### Summary costs of DFI programme

Staff hours	841 360.42
Other costs:	1 143 204.54

Audio-Visual (Documentation)	4 750.00
Branding	1 245.61
Catering, Venue Hire	205 993.66
Consultants	156 271.57
Workshops/Meetings	23 250.00
Learning events/exposures	17 960.00
Material (Printing)	1 338.11
Orientation	381.89
Resource materials	6 717.35
Stipends - Trainee DF's	666 914.95
Travel - Road	51 246.40
Travel Accommodation & Subsistence	7 135.00

Sub-total	1 984 564.96
10% administrative fee	198 456.50
<b>TOTAL COST</b>	<b>2 183 021.46</b>

### Breakdown of costs

Staff costs	42%
Stipends	33%
Catering and venues	13%
Consultants	8%
Other	4%

<b>Full cost per participant</b>	<b>R95,000-00</b>
<b>Cost per participant excluding stipend</b>	<b>R66,000-00</b>

It has already been pointed out in the section on conclusions that the present cost of the programme of R66,000 per participant (without stipend) is prohibitive and not replicable by an organisation like DAG. By way of comparison the cost is just more than fees for the most expensive first-year degree course in the country (medicine at UCT in 2015 @ R64,500). The pilot has been valuable in identifying some of the real and unavoidable costs of running a programme of this nature and impact. It also provides the basis on which to cut costs by consolidating and concentrating the programme. The overall finding of the evaluation suggests that innovative affordable means need to be sought to build individual agency towards organised social capital that will be the foundation of a functioning participatory democracy

effective in realising the cities and communities imagined.

**Appendix I: Summary of Elements of DFI programme** (Modules, placements and assignments): **For full programme, content, and presenters see appendix V**

## **Modules**

### **1. Reimagining Khayelitsha** incorporating:

- Reimagining Cape Town
- History of Khayelitsha and Cape Town.
- Land housing and human settlements.
- Assignments of family and community history.
- Land and building surveys
- Working with mapping data.

### **2. Politics and government** incorporating:

- Local government and human settlements.
- DP
- How national laws are made.
- International currency vs the Rand.
- South African political history 1910 – 2015.
- Chapter 9 Institutions.
- HIV/AIDS
- African history.
- SADC.
- African States.
- City of Cape Town.
- Women’s Day.
- Heritage day.
- O.R.Tambo day.

### **3. Training for transformation** including:

- Personal development
- Diversity
- Ethical leadership.

### **4. Livelihoods** including Ideas bazaar.

### **5. Participatory planning.**

### **6. Designing and facilitating learning events.**

### **7. Placements.**

## **PLACEMENT ORGANISATIONS**

- Senecio
- The Holy Order of Shetaut Neter
- The Caring Network
- Ubulungisa Community Project
- Baphumelele Waldorf Association
- Ekasi youth Empowerment Network (EYEN)
- Masibambisane Youth Educational Drama Organisation
- Makomanz Arts Factory
- International Labour Research and Information Group (ILRIG)
- Nkosinathi Embrace All Centre
- DAG tenure audit
- Young Stars Football Club
- Ward 96 Councillor

## **Assignments:**

- Site visits and Area Surveys – Land and Building audit in Site B
- History of Crossroad and Khayelitsha
- Community Development Activities in my community
- Develop a proposal for vacant land or an under-utilized building, for how the land should be developed. Describe what the development would look like, who would benefit from it and would the community would be involved
- UCT Assignment

## Appendix II: Respondents for DFI Evaluation

Name	Relationship to DFI programme	Focus Group	Interview
Matsha Dakuse	Intern	28 June	
Marcia Dakuse	Intern	28 June	
Zikhona Gungubele	Intern	28 June	5 July
Sindiswa Kweba-Tete	Intern	28 June	
Siphokazi Magibisela	Intern	28 June	
Sivuyisiwe August	Intern	28 June	
Zukiswa Kolosa	Intern	28 June	
Phumela Maholwana	Intern	28 June	
Thabisa Mfubesi	Intern	28 June	
Akhona Cengimbo	Intern	28 June	
Nomathamsanqa Nonyeke	Intern	28 June	
Zukile Sibozo	Intern	28 June	5 July
Eunice Xolelwa Ntshutsha	Intern	28 June	
Vuvu Simetu	DAG facilitator Personal Development		5 July
Boysile Mafilika	DAG Facilitator and intern accompaniment		5 July
Aditya Kumar	DAG Executive Director		12 <sup>th</sup> July
Zama Mgwatyu	DAG Facilitator		6 <sup>th</sup> July
Helen McGregor	DAG staff		6 <sup>th</sup> July
Willard Matiyashe	DAG staff		6 <sup>th</sup> July
Dr. Salma Ismail	UCT Facilitator Designing & Facilitating Learning Events		21 <sup>st</sup> July
Ntombi Nyathi	Training for Transformation facilitator		8 <sup>th</sup> July
John Spiropoulos	DAG facilitator Livelihoods		7 <sup>th</sup> July
Astrid Wicht	Facilitator of Participatory Planning		28 <sup>th</sup> July
Thabo Mashologu	DAG Chairperson		21 <sup>st</sup> July
Lynette Barkhuysen	Supervisor Senecio Support for People with Disabilities		14 <sup>th</sup> July
Simbongile Magidigidi	Supervisor Community Work Programme		15 <sup>th</sup> July
Pheliswa Xesi	Supervisor Baphumelele Waldorf Association		14 <sup>th</sup> July
Danile Khatshwa	Supervisor Councillor Ward 96		15 <sup>th</sup> July
Michael Blake	ILRIG Facilitator and placement supervisor		14 <sup>th</sup> July

### Appendix III: Documents read for desk study.

- Brief: Evaluation of DAG Development Facilitator Internship Programme
- DAG Annual Report April 2012 – March 2013.
- DAG Annual Report April 2013 – March 2014.
- DAG Annual Report April to December 2014
- List and profiles of DF Interns 2015
- Background thinking DF Programme
- Development Facilitation Internship Programme 002 (Broad description and detailed programme.)
- Concept note: Community Leadership Development Programme breakfast Seminar (12 October 2013)
- Internal Review of the Imagining Cape Town Leadership Course from October 2011 to February 2013.
- DAG Recommendations (A one page document drawing learning and making recommendations - possibly linked to above document but not clear.)
- DF modules and activities 2015 (table of modules, activities and dates)
- Development Facilitators' (DFs) Reflection from the Grail Centre Training for Transformation (TfT) Programme
- Report of Personal Development 2 Day 1 Workshop of 07 October 2015
- Notes from Quarterly Impact Assessment; January to March 2016

## Appendix IV: Evaluation Brief



### **Brief: Evaluation of DAG Development Facilitator Internship Programme**

#### **Background**

The Development Action Group (DAG) piloted the Development Facilitators and Active Citizen internship to already active citizens/youth living in Khayelitsha. DAG recruited 25 youth leaders and activists drawn from local resident groups, members of CBOs and NGOs, community-based campaigns, and social networks and movements with a strong interest in “making the change happen”. This is an action learning internship directly linked to the objectives and anticipated outcomes of DAG’s Re-imagining Cape Town Programme and, in particular, to the partnership-based Re-imagining “Mayenzeke eKhayelitsha” Project. It is designed around the six outcome areas: access to basic services; affordable housing; tenure security; improved livelihoods/job creation; environmental awareness and sustainability; and, strengthening social capital/networks.

#### **Internship Objectives**

- Strengthened knowledge, skills and capacity of active citizens, particularly women and youth Town to engage with and facilitate changes within their own wards/human settlements
- Women and Youth Empowerment and Employment,
- Social Capital for DAG and Partners to work with in the Re-Imagining Khayelitsha Project,
- Capacity building of civil society in order to develop the urban and human settlements sector
- To improve capacity of identified CBO/NGOs in Khayelitsha through DAG’s Development Facilitation and Active Citizenship Training Programme

This internship is essential for building the basis for informed citizen participation and leadership to resolve current and future urban challenges, in partnership with CSOs like DAG and others. This is not only important it is highly strategic given our current urban

and social crisis. It also offers active citizen, change agents and youth with lots of energy and ideas for change, a structured opportunity to apply what they already know, as well as learn new ways of thinking and new knowledge, to equip them for entering into the world of work with some experience or, engage more meaningfully in attempts to transform their living and social environments.

As far as DAG is aware, there is no similar internship which offers young men and women, with an interest in urban development/housing/human settlements/community development, a unique opportunity to both learn and apply what they learn in real time project areas/activities. An investment in building the capacity of youth in our city and country, especially those living in still disadvantaged areas, must be viewed as a good social investment given the current South African context of poverty, joblessness, and urban protest.

DAG has worked with number of project partners to implement various aspects of the internship programme, including; The Grail Centre-Training for Transformation, University of Cape Town- Adult Education Department and Global Citizenship Programme and contracted specialists. The internship includes a range of formal and informal learning and knowledge-building opportunities; experiences, exposures and events. A short certificated course (30 credits) on Adult Education: Designing and Facilitating Learning Events is delivered by the School of Education at the University of Cape Town (UCT).

It is an 8 months full-time internship which commenced in August 2015 to end April 2016. It is open to any local resident in Khayelitsha, members of CBOs, NGOs, community-based campaigns, social networks and movements, who have a passionate and strong interest in “making the change happen” across Khayelitsha.

The second phase of the internship is mentored/supervised placements in active on the ground projects and initiatives. The Interns have been working alongside DAG and partners to apply the skills and knowledge they have and gained in the collective and collaborative effort to re-imagine, co-design, and facilitate the implementation of innovative projects and activities that aim to inspire and improve the daily lives and experience of residents living in Khayelitsha, with a specific focus on six wards chosen for their mix of challenges and opportunities.

### **Purpose of this assignment**

The purpose of the assignment is to evaluate of the Development Facilitator Internship programme and make recommendations for its improvement and further implementation.

### **Scope of Work**

The evaluation is to:

1. Examine the design and implementation of the programme
2. To comment on what was done well and what could be improved relating to how programme was organised and structured

3. Assess the course composition, content and quality of the learning events;
4. Assess the teaching and facilitation methods used, and the sequencing and duration of the course
5. Compile assessment reports for each training area on content, process, materials, outcomes, impact and recommendations for future adaptation
6. Recommendation of a proposed approach, methodology, design and material/tool for a future programme delivery
7. Overall evaluation of the outcome and impact of the DFs capacity and capability
8. Assess the relevance of this programme to DAG's overall vision and mission

### **Approach**

Interviews and discussion groups as required. The parties involved in the programme are the DF interns themselves; the facilitators; DAG employees and board members, and the organisations in which the DFs have been placed.

### **Procurement**

If you are interested in taking on this assignment, you will be invited to a briefing session at DAG followed by a 2-3 page proposal submission indicating the approach, output description, duration for completion of work, remuneration and CV.

Required completion date: end June

## Appendix V: Detailed programme, content and presenters of DFI

### Learning modules, activities, exposures and events

<b>29 JULY 2015</b>	<b>DAG ORIENTATION</b>
<p>The DF started their internship by attending the DAG Impact Assessment Workshop where the 3 Programmes of DAG were presented as their introduction to DAG and Vision 2020.</p> <p>JOSETTE COLE – DAG and Vision 2020            HELEN ROURKE – Participatory Urban Governance            ZAMA MGWATYU – Housing and Human Settlements            SIPHOKAZI KWAKWENI – Capacity Building Programme</p>	
<b>02 – 07 AUGUST 2015</b>	<b>TRAINING FOR TRANSFORMATION</b>
<p>Training for Transformation promotes a new level of leadership in Development Education. The programme is founded on the philosophy that there is a need for a new generation of ethical leaders in development who are self-motivated and whose thinking and practice is grounded in dialogue and enabling bottom-up responses to community needs and empowerment.</p> <p>The course aims to inspire grounded self-mobilized community development approaches. It is based on Paulo Freire’s methods of adult education. The process provides development activists and thinkers with the tools, skills and methodology to mobilize and organize communities to:</p> <ul style="list-style-type: none"> <li>✓ Tap into the intrinsic skills and talents that enhance their capacity to</li> <li>✓ Actively participate in development processes that impact their livelihoods</li> <li>✓ Participate in local government decision making processes and structures</li> <li>✓ Respond to community generative themes by redressing social ills such as alcoholism, drug and substance abuse, gender based violence, child abuse, HIV and AIDS</li> <li>✓ Initiate survival strategies by setting up alternative economic and income generating projects</li> </ul> <p>The objectives of the training for the DFs are as follows:</p> <ul style="list-style-type: none"> <li>✓ To understanding the strengths skills and experiences within the group</li> <li>✓ To investigate local Socio, economic and political environment</li> <li>✓ To understand Fundamental Human Needs satisfies and pathologies</li> <li>✓ Exploring, economic, social, and political facets of poverty and investigate the ways by which organizations engage with communities and local authorities respond.</li> <li>✓ Carryout listening Surveys</li> <li>✓ Practice group Facilitation</li> </ul> <p>This course is linked to the Grail Centre’s one year International Diploma Course which certified by the Kimmage Development Studies Centre, Dublin. Bursaries are available to qualifying DFs to pursue this Diploma.</p>	

NTOMBI NYATHI GINOCA (INÊS NETO DUNSTAN) SHULA MAFOKOANE	
<b>11 AUGUST 2015</b>	<b>RE-IMAGINING KHAYELITSHA</b>
<b>HISTORY OF KHAYELITSHA</b> The objective of this learning activity is to understand the history of Khayelitsha in context to the history of Cape Town and Cape Town today. The history and formation of Khayelitsha was presented. The DFs were given assignment to research how their families and community members got to Khayelitsha. A history tour 3 Museums and an interaction with an old resident of Khayelitsha. <ul style="list-style-type: none"> <li>✓ District 6 Museum</li> <li>✓ Bokaap Museum</li> <li>✓ Khayelitsha</li> <li>✓ Lwandle Museum</li> </ul>	
<b>RE-IMAGINING KHAYELITSHA PROGRAMME</b> Collaborative approach to development with a focus of 6 key result areas namely: <ul style="list-style-type: none"> <li>✓ Affordable Housing and Human Settlements</li> <li>✓ Tenure Security</li> <li>✓ Livelihoods</li> <li>✓ Social Capital</li> <li>✓ Environmental Sustainability</li> </ul>	
NOMVUYO SIMETU SIPHOKAZI KWAKWENI JOSETTE COLE ZAMA MGWATYU	
<b>13 –21 AUGUST 2015</b>	<b>LAND AND BUILDING SURVEY SITE B</b>
Site B vacant land, building and community infrastructure survey ZAMA MGWATYU AKHONA SISWANA BOYISILE MAFILIKA	
<b>24-27 AUGUST 2015</b>	<b>LAND AND BUILDING SURVEY MAKHAZA</b>
Makhaza vacant land, building and community infrastructure ZAMA MGWATYU AKHONA SISWANA BOYISILE MAFILIKA	
<b>01 SEPTEMBER 2015</b>	<b>UCT GLOBAL CITIZENSHIP PROGRAMME PRESENTATIONS</b>
UCT Students who participated in the Global Citizen Programme in partnership with DAG presented their course finding to the DFs. The objective of the presentation is to: <ul style="list-style-type: none"> <li>• Share a preliminary understanding of some key concepts and issues linked to social infrastructures;</li> <li>• Engage DFs as part of an experiential learning process;</li> </ul>	

- Gain a broad understanding of some of the constraints and resources of marginalized communities and the importance of power relations and reciprocity;
- Understand the importance of critical reflection and its role in helping students as emerging professionals and as citizens, understand the complex contexts of social infrastructure in local and global communities.

UCT STUDENTS  
JANICE MC MILLAN

**6 DAY WORKSHOP (spread through internship)**

**PERSONAL DEVELOPMENT**

Objective of the Learning Programme:

The Personal Development course aims to introduce activities that will improve awareness and identity, develop talents and potential, enhance the quality of life and contribute to the realization of dreams and aspirations of the interns.

Learning Outcomes:

1. Improving self-awareness
2. Improving self-knowledge
3. Improving or learning new skills
4. Becoming a self-leader
5. Building or renewing identity/self esteem
6. Developing strengths and talents
7. Spiritual Development
8. Identifying and improving potential
9. Building employability and human capital
10. Enhancing quality of life
11. Improving health
12. Fulfilling aspirations
13. Initiating a life enterprise
14. Personal autonomy
15. Understanding the Gender Concepts and how they impact in our lives
16. Awareness of Patriarchal Society and 24 Hours exercises

NOMVUYO SIMETU

**04 SEPTEMBER 2015**

**IDEAS BAZAAR**

The DFs were tasked with identifying challenges and project opportunities in the communities. These were presented to DAG for possible adoption. The ideas are as follows:

- Stop Substance Abuse Project
- Development Facilitators Organization (DFO)
- Crime and Violence Project
- Community Theatre Complex
- Land and Housing
- A prosperous city that is a safe place to live, work, trade and play, where there is free flow of information and

equal opportunities for all.	
DEVELOPMENT FACILITATOR INTERNS	
<b>07- 11 SEPTEMBER 2015</b>	<b>LAND, HOUSING AND HUMAN SETTLEMENTS</b>
<p>This module was co-facilitated by DAG staff members. The objectives of the module are as follows:</p> <ul style="list-style-type: none"> <li>• To consolidate and share knowledge and experience in the housing and human settlements sector</li> <li>• To strengthen a densification and land management agenda</li> <li>• To foster an understanding among participants, the role, practices and policies of informal settlement upgrading, medium density housing, emergency housing and PHP</li> <li>• To develop concrete partnerships with community leaders and their organizations and expand DAG's community of practice.</li> <li>• To develop an active and informed citizenry to influence urban policy and practice so that poor and marginalized communities are able to access well located and serviced land</li> </ul> <p>The following communities were visited:</p> <ul style="list-style-type: none"> <li>• Hangberg Insitu Development Association- Hangberg</li> <li>• ODAC- Blikkiesdorp</li> <li>• SOHCO – Steenvillas</li> <li>• PHP- Freedom Park Development Association</li> </ul> <p>HELEN MCGREGOR-ROURKE NOMVUYO SIMETU ZAMA MGWATYU</p>	
<b>4 WORKSHOPS</b>	<b>LIVELIHOODS</b>
<p>The aim of the Livelihood workshop is to enable the DFs to understand and in time play a role in informing local communities (businesses and consumers) of the workings of the economy, from local to global. It is also to be able to give members of the local community the practical means by which to plan and take local action in their own social and private enterprises and economies.</p> <p>An additional, practical objective of the DF programme is to identify of social and personal enterprise ideas that can be tested and developed by the DFs to determine potential viability. These would be based on need (market demand) and their own talents and skills and ability and drive to supply.</p> <p>The course focused on the general economy, Khayelitsha local economy and enterprise development.</p> <p>JOHN SPIROPOULOS SEERAJ MOHAMED</p>	
<b>2 WORKSHOPS</b>	<b>DIVERSITY</b>
<p>The purpose of this module is to increase curiosity around the topic and practice of diversity, inclusion and unconscious bias. The following topics were covered:</p> <ul style="list-style-type: none"> <li>• Levels of diversity</li> <li>• Self-reflection</li> <li>• Group</li> </ul>	

- Community
- Diversity in an organisation
- Stereotype
- Attribution
- Essentialism
- Generalization

PATRICIA FLEDERMAN

**23 SEPTEMBER 2015**

**SOUTH AFRICAN HERITAGE**

DOCUMENTARY SCREENING:

Afrikaaps

Crossroads

Cradock 4,

Networking

JOSETTE COLE

**14 – 16 OCTOBER 2015 LOCAL GOVERNMENT AND HUMAN SETTLEMENTS**

Roles and responsibilities of the different spheres of government

1. Role of National Government
2. Role of Provincial Government
3. Role of Local Government
4. Financing of Infrastructure and Housing
5. Fiscal Policy
6. Public Participation
7. Invisibility of the poor
8. Parliamentary Democracy
9. Participation, Populism and Politics
10. Income Generation
11. Monitoring Communities
12. Transparency
13. Corruption
14. Building a relationship with government
15. Employ different strategies
16. Radical action against corruption
17. Public Accountability
18. Investment In community development

- 19. Training of government and community members
- 20. Re-Imagining the community, neighborhoods, city and country

DOCUMENTS: The Constitution  
 Division of Revenue Act  
 Municipal Systems Act  
 Municipal Finance Management Act

MONTY NARSOO

**19 – 23 OCTOBER 2016**

**PARTICIPATORY ACTION PLANNING**

ASTRID WICHT

**09 – 13 NOVEMBER 2016**

**ADULT EDUCATION: DESIGNING AND FACILITATING LEARNING EVENTS, UCT**

**BUILDING CAPACITY FOR DEVELOPMENT AND TRANSFORMATION.**

The course aims to develop understanding of how adults learning by building skills needed to design and facilitate a learning event.

1. Steps of the design process
2. Reflect on the significance of popular education principles for the design of workshops
3. Analyzing our learner group (drawing learner profiles)
4. Setting aims and objectives
5. Drawing up learning outcomes
6. Selecting learning methods
7. Deciding on the sequence of the activities
8. Role of the facilitator in learning events within a popular education framework
9. Explore different styles of facilitation
10. Focus on facilitating participation in groups
11. Explore techniques to develop our style of facilitation

Assignment:

Each DF, as a member of a small design group, will be involved in a project in which they will design an actual learning event. As part of their assessment for the module, DFs will be required to facilitate a part of the workshop to the rest of the class.

This course carries 30 credits towards the Higher Certificate in Education (Adult Education) NQF Level 5 – 120 credits. Bursaries are available for qualifying DFs for the 2017 intake.

LINDA COOPER  
 SALMA ISMAIL  
 NONDUMISO MGINYWA

**16 – 20 NOVEMBER 2015**

**TRAINING FOR TRANSFORMATION – ETHICAL LEADERSHIP**

The purpose of this module is:

1. To Introduction to Ethnicity Gender and Ethical leadership
2. To explore how gender and ethical leadership adds value to common good.

After the sessions participants will;

1. Respect individual opinion which contributes towards the common good and embracing diversity.
2. Appreciate leadership as an activity in their daily lives that requires responsibility and accountability.
3. Feel obliged to respect and create space for the voices of the less privileged members of the team/learning community.
4. Develop social indicators for their work
5. Produce an activity plan for engaging with young people in leadership discussions.

Tools

- Ethical choice
- Appreciative Inquiry
- After Action Review
- Animal code
- Johari's window
- Thinking hats
- Theory U

NTOMBI NYATHI

**02 FEBRUARY 2016**

**HARAMBEE YOUTH EMPLOYMENT ACCELERATOR PROGRAMME**

Harambee is a youth employment accelerator that was set up by a group of employers. It offers 100% free opportunity for young South Africans who are unemployed and meet Harambee's criteria. Harambee has a database of entry level work opportunities available across a range of sectors. They offer a work readiness programme which helps talented, unemployed young people fit into their first job.

Requirements:

- 18 – 35 years old
- Valid SA ID document
- At least Grade 10 completed 2 years before application
- Educated at a previously disadvantaged school
- Have not been permanently employed

**04 FEBRUARY 2016**

**ACTIVATE LEADERSHIP**

Activate is a national network of more than 1500 young South Africans with a common vision for a positive future for South Africa. Members of the network come from all 9 provinces, races, religions. They are brought together through a training programme and remain part of the network.

The network is open to:

- Young people who passionate about the transformation of South Africa
- Young leaders wishing to connect with other like-minded South Africans
- Youth should demonstrate initiative and have a track record of being actively involved in their community, province and country

Benefits of the network:

- Lifetime membership as part of a growing network of young leaders
- Take part in a cutting edge training programme that focuses on innovation, leadership and problem solving
- Access to opportunities to further own ideas and initiative for the public good

Participants are expected to:

- Commit to all programme tasks and activities such as attending all training scheduled and completing assignments
- Active participation and input into network initiatives

How to join the network: [www.activateleadership.co.za](http://www.activateleadership.co.za) or dial \*120\*16000#

Lezerine Mashaba

Carrie Leaver

**8 – 9 FEBRUARY 2016**

**ADVOCACY AND LOBBYING**

Advocacy:

- Putting pressure on government officials
- To influence officials in policies
- Recruitment of partnership

Lobbying:

- Identifying problems
- Action towards changing policies
- Coming up with solutions
- Being influential
- Listening to other people's views
- Being supportive

Practical tips:

- Establish your agenda
- Listen well
- Be prepared
- Don't stay too long
- Build a relationship
- Follow-up

Group discussions: Identifying problems, stakeholders through advocacy and lobbying concepts.

1. Problem: Alcohol Abuse- [by young people]
2. Problem: Unemployment

3. Problem: Divided Community	
<b>10 FEBRUARY 2016</b>	<b>THE BUSINESS PLACE - FIRST CRUCIAL STEPS IN STARTING A BUSINESS</b>
<p>The Business Place is small business support center where help is available to entrepreneurs who are interested in started or growing their own business. It offers free business services and short training courses for anyone who wants to start, improve or expand their business. They also provide pre-packaged small business opportunities that transform individuals and communities through weekly mentoring and coaching sessions.</p> <p>First crucial steps in starting a business workshop:</p> <ol style="list-style-type: none"> <li>1. Business Idea</li> <li>2. Research</li> <li>3. Business Registration</li> <li>4. Types of businesses</li> <li>5. Partnerships</li> <li>6. Business Plan</li> <li>7. Funding Opportunities</li> </ol>	
<b>11 FEBRUARY 2016</b>	<b>SMALL ENTERPRISE DEVELOPMENT AGENT (SEDA)</b>
<p>SEDA aims to develop, support and promote small enterprise to ensure their growth and sustainability in co-ordination and partnership with other role players.</p> <p>SEDA offers the following to SMMEs:</p> <ul style="list-style-type: none"> <li>• Business Talk</li> <li>• Business Start</li> <li>• Business Build</li> <li>• Business Grow</li> </ul>	
<b>SUB-COUNCIL MEETINGS</b>	
<p>The DFs attended the following meetings:  18/01/2016 Sub Council 10: Ward 92, 93, 94, 99. – Khayelitsha Training Centre  20/01/2016 Sub Council 09: Ward 18, 87, 89, 90, 91- Solomon Tshuku Hall, Site C.  21/01/ 2016 Sub Council 24: Ward 95, 96, 97, 98 - Khayelitsha Training Centre.</p> <p>What we gained by the DFs and DAG:</p> <ol style="list-style-type: none"> <li>1. It was for the first time for them to witness Councilors discussing service delivery issues at that level let alone in the Full Council Meeting.</li> <li>2. They were exposure to City of Cape Town officials dealing with their respective Wards.</li> <li>3. Thembelani and Mzuyanda secured a meeting with Sub Council Manager Sithonga of Sub Council 10 to discuss their proposal.</li> <li>4. DAG was also invited to submit Reports on Housing delivery in Sub Council 10 &amp; 24.</li> <li>5. DAG under Re-Imagine Khayelitsha was invited to submit IDP proposals based on the research conducted by DFs.</li> </ol> <p>Boyisile Mafilika</p>	
<b>5 WORKSHOPS</b>	<b>INTERNATIONAL LABOUR RESEARCH AND INFORMATION GROUP: HOUSING ASSEMBLY</b>

ILRIG provides education, publications and research for the labour and social movements in Southern and South Africa. It aims to build the capacity of trade unions and social movements to pro-actively respond to the challenges of globalization and to contribute towards the development of independent, democratic and participatory alternatives.

**Housing Assembly**

International Socio-economic issues and politics, concentrating on globalization and its impact on the working class.

Topics:

- How Capitalism works
- Understanding the current capitalist crisis
- The role of the state and its impact in the working class
- State policies and the struggles over basic services
- Neo-liberalism and its impact in the working class community
- Organizing

Michael Blake

**GROUP FACILITATION**

**29 - 30 MARCH 2016**

**TRAINING FOR TRANSFORMATION**

Evaluate the effects of the TFT ad DAG Training on the DFs and to plan for a future possibilities without DAG and TFT  
By the end of the workshop the DFs will have developed a 5 year plan focusing on the initiatives that they launched in the communities

1. Love and Life Story
2. Tree of Development Facilitators' lives, opportunities, achievements, challenges and future actions
3. Developing social indicators
4. Five year strategic plan with three social indicators that doable using local resources.

**NATIONAL YOUTH DEVELOPMENT AGENCY**

The NYDA in partnership with the Bright Future Youth IT Centre Aftercare community Project hosted a 2 day workshop to present NYDA opportunities for the youth. These include:

- Career Guidance
- Entrepreneurship Development Programmes
- Business Consultancy Services
- Learnership and Internships
- Bursaries
- Employment Opportunities
- Skills Development
- Sponsorship
- Grant Programme
- Inspire pro-social friendships, strong interpersonal skills, and instill a sense of hope in the future.
- Responsibility: The focus is to empower youth in establishing goals and following through on commitments.

- Possibility: wants to expand the perspective of young people to make them aware of life's possibilities.
- Support: An individual is dramatically influenced by their support system. We wants to surround young people in a caring, inclusive learning environment.

Mthunzi Maqaga

**ASSIGNMENTS**

- Site visits ad Area Surveys – Land and Building audit in Site B
- History of Crossroad and Khayelitsha
- Community Development Activities in my community
- Develop a proposal for vacant land or an under-utilized building, for how the land should be developed. Describe what the development would look like, who would benefit from it and would the community would be involved
- UCT Assignment

DEVELOPMENT FACILITATOR INTERN

**ONGOING**

**REFLECTIONS**

1. INTEGRATED DEVELOPMENT PLAN
2. HOW NATIONAL LAWS ARE MADE
3. INTERNATIONAL CURRENCIES VS THE RAND
4. SOUTH AFRICAN POLITICAL HISTORY 1910 – 2015
5. CHAPTER 9 INSTITUTIONS
6. HIV/AIDS
7. AFRICAN HISTORY
8. SOUTHERN AFRICAN DEVELOPMENT COMMUNITY
9. AFRICAN STATES
10. CITY OF CAPE TOWN
11. WOMEN'S DAY
12. HERITAGE DAY
13. OR TAMBO DAY

BOYISILE MAFILIKA

**EXPERIENTIAL LEARNING PLACEMENTS**

This phase of the DF internship includes work integrated learning in a project at DAG, local CBOs and NGOs. The DFs were given the opportunity to choose where they would like to be placed. Below is information of the CBO/NGOs:

**PLACEMENT ORGANISATIONS**

**SENECIO**

Senecio is an NGO based in Somerset West that supports and assists people with disabilities in underserved and underprivileged communities through training and therapeutic interventions.

<p>Sibongiseni Madlanya has been offered a permanent job as Senior Field Worker responsible for providing assistance to Therapists in the communities and establishing support groups for families whose children are physically disabled. He is responsible to assist with coordinating and supervising other field workers in the community, and acting as a liaison between Senecio and potential beneficiaries.</p> <p>Matsha Dakuse has been appointed as a volunteer Field Workers providing field assistance to Therapists in the communities and establish support groups.</p>
<p><b>THE HOLY ORDER OF SHETAUT NETER</b></p> <p>The Holy Order of Shetaut Neter operates provides a platform for those who are a drug abusers and criminals to turn their lives around by kicking the habit of drug addiction and staying away from criminal activities. They hosts breakfast meetings and classes with all the affected youth and encourages them to find solutions towards a cleaner life.</p> <p>The one hour sessions are spent focusing on spiritual lessons through which they encourage and motivate members to reconnect with God spiritually. The organisation also seeks to address the challenges that caused them to get involved in drugs and crime. The aim is for members to seek enlightenment and good behavior through anger management, apologizing and admitting when they have wronged someone else. History and Culture are also part of the curriculum.</p> <p>Happy Boy Sonyati and Chief are volunteers at The Order.</p>
<p><b>THE CARING NETWORK</b></p> <p>The Caring Network provides community home based care services, health education and training, permaculture and indigenous herb gardening to informal settlement areas in Site B Khayelitsha.</p> <p>Sibongile August is place at the BM Section where she is part of daily programmes rendered by Community Health Workers under supervision.</p>
<p><b>UBULUNGISA COMMUNITY PROJECT</b></p> <p>uBulungisa is organisation that promotes arts and cultural activities to youth and young children. Their aim is to capacitate them and create employment opportunities. They also aim to create activities to help youth stay in school and away from drugs and criminal activities.</p> <p>Zukiswa Nobatana has been appointed the secretary of the project where she coordinates learning events and a book club for the youth.</p>
<p><b>BAPHUMELELE WALDORF ASSOCIATION</b></p> <p>Baphumelele is a childrens created a place of safety for abandoned, abused, neglected or orphaned children, many of whom have been affected by the HIV/Aids pandemic or have HIV/Aids themselves.</p> <p>Akhona Cengimbo and Sisanda Sigaba have been given an opportunity to provide structured assistance to permanent staff members of the Child Headed Household program by supporting child headed families that are facing difficulties meeting their basic needs such as school fees, clothing, food, housing, basic household supplies and other relevant concerns.</p>
<p><b>EKASI YOUTH EMPOWEMENT NETWORK (EYEN)</b></p> <p>EYEN aims to promote and facilitate reading, learning, information sharing, discussion, networking, support and accountable practice to youth in Khayelitsha.</p> <p>Mzuyanda Zono has been involved with the organisation since its formation. They are preparing for a drug awareness campaign and are constantly engaging youth through their interventions.</p>
<p><b>MASIBAMBISANE YOUTH EDUCATIONAL DRAMA ORGANISATION</b></p> <p>Masibambisane is a youth educational drama organisation that opens opportunities for the young people interested in the arts and culture. Their objective is to use arts and culture activities as a methodology to enhance communities educate and raise awareness on various social issues such as crime, anti-litter, abuse, rehabilitation, disability and</p>

<p>other social and environmental issues.</p> <p>Nomathamsanqa Nonyeke has been placed at Masibambisane as a drama facilitator working on a youth production to be showcased in April at the Baxter Theatre.</p>
<p><b>MAKOMANZ ARTS FACTORY</b></p> <p>Makomanz Arts Factory aims to capacitate youth through drama linking them with opportunities in Arts and Culture. Phumzile Mangali is the founder of the Makomanz Arts Factory. He is working on expanding this initiative.</p>
<p><b>COMMUNITY WORK PROGRAMME</b></p> <p>The Community Work Programme (CWP) is an initiative designed to provide an employment safety net, by providing participants with a predictable number of days of work per month, thus supplementing their existing livelihood strategies and affording them a basic level of income security through community work (labour). Siphokazi Magibisela is a volunteer for the programme working in Early Childhood Development.</p>
<p><b>INTERNATIONAL LABOUR RESEARCH AND INFORMATION GROUP</b></p> <p>ILRIG provides education, publications and research for the labour and social movements in Southern and South Africa. It aims to build the capacity of trade unions and social movements to pro-actively respond to the challenges of globalization and to contribute towards the development of independent, democratic and participatory alternatives. Thembelani Maqwazima has been placed with ILRIG and has been coordination and facilitating Housing Assembly workshop for the DFs on selected Wednesdays.</p>
<p><b>NKOSINATHI EMBRACE ALL CENTRE</b></p>
<p><b>DAG TENURE AUDIT</b></p> <p>Completion of the Tenure Audit and/or Research on Beneficiaries on the Khayelitsha Construction Project</p>
<p><b>YOUNG STARS FOOTBALL CLUB</b></p>
<p><b>WARD 96 COUNCILLOR</b></p>