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1 . EXECUTIVE SUMMARY.

The Community Based Education Programme was initiated in the middle 1980's as an initiative to respond to the education crisis in the country. Through a consultative process with some communities, the programme has since focused on development through training and project initiation.

Because of the political changes, the CBEP, commissioned an evaluation to look at the impact its

programme activities have made, the extent of such impact, the administrative/ management structures and its contribution towards the effective and the efficient running of the programme.

The evaluation is intended to gather and synthesize information on the activities of the CBEP and

the impact such activities are making. It is hoped that the evaluation will provide the CBEP with

a suggestions and recommendations on how to enhance its activities further.

2. BACKGROUND INFORMATION ON THE CBEP.

The Community Based Education Programme, CBEP was conceptualized after the second major crisis in education. Informal discussions between the leaders in the community as well as church

es led to the development of a programme intended to intervene informally in the formal education

sector, through training teachers (tutors) in an alternative curriculum with the expectation that

these will go back and begin to use the new curriculum in their communities.

Because of the extent of the repression that the apartheid government meted against community

structures, the church bodies were charged with the responsibility to guide this process.

The main

churches were therefore asked to nominate representatives to form the Trust which still is the

policy making body of the programme.

This initial goal was difficult to achieve for various reasons among which are the fact that it was

difficult to function informally in the formal education sector, that the students' expectations were

to get an alternative certificate from that of the DET and that the community infrastructure was

not in existence to ensure support for the alternative education.

From these lessons, the CBEP changed its focus to;

building community capacity through training, selling the idea of community projects and implementing the income generation projects. There was obviously a change from the education

focus to development.

3. DESCRIPTION OF THE EVALUATION:

The purpose of the evaluation is to do the following;

1) To determine whether the programme has reached its objectives and the extent to which these objectives were achieved.

1' To analyze and assess the design and implementation of the programme, in order to determine to what extent the operating/administrative mechanisms facilitate and or impede on the development of an effective programme.

1' To assess the strengths, weaknesses and opportunities for the future of the programme.

The methodology used to evaluate the programme involved principally the following activities;

t Review and analysis of relevant past and recent documents and reports.

Interviews with all pertinent programme personnel (including previous staff members where possible), management and board.

Field visits, observations and interviews with programme participants.

4. DISCUSSION OF RESULTS:

4.1 . Programme Objectives:

The Community Based Educational Programme aims at achieving the following objectives:

t To embark on psychological empowerment, through training to instil self confidence, restore dignity and self-worth of people so that they can participate fully and make decisions over social, political and economic aspects of their lives.

t Facilitate and initiate programmes that will lead to material improvement in the lives and living conditions of the people. Programmes should provide and ensure access to basic goods and services needed by the communities.

l Network within the development sector and across to identify development priorities, expand resource base, and enhance the ability of the communities to make informed decisions when choosing developmental programmes.

ll Mobilise fully the local community resource base for provision of basic goods and services needed by the local community. Instil a culture of self reliance so that outside funding/resourcing should only supplement local and self-generated resources.

ll Contribute to sustainable growth in the general economy by improving the capacity of the communities to sustain their activities. Special emphasis should be placed on wealth and employment generating activities tied with human resource development.

The objectives are to be implemented in three phases namely, training, selling the project and operationalize the income generation projects.

The project's initial objectives remain valid especially with the intended developmental programmes

that will focus on skills training to enable communities to implement their development programmes.

The project has achieved its set goals, although on a small scale. It has trained, sold the idea of community projects effectively. There are a number of community projects that have since been

established as a result of the CBEP training. Also, a number of trainees in this project has since

moved to fulltime employment as they have acquired skills that increased their marketability.

The trainees in the Eastern Transvaal believe that they are in the process of achieving their goals in terms of understanding the context of the training process. The training phases are applauded for giving the trainees the opportunity to learn the theoretical framework and then gain experience through the requirement that they each get involved in initiating and managing a community project. '

The programme is still to consolidate and help sustain these projects. The extent to which the objectives have been achieved is very limited in terms of the quantity over the period from which

focus on development was made. The numbers of participants involved is very limited therefore,

the numbers of projects undertaken is thus limited. The benefits are still to develop such that the

project initiators receive monthly remuneration as well as employing other community members.

This and the improvement of the quality of life of the participants would be indicators that the basic

needs are being met.

4.2. Programme Administration and Management:

The CBEP management structure is reflected as follows;

The Board of Trustees

The Management Structure

The Programme Coordinator

The Assistant Programme Coordinator

The Trainers

The composition of the board is based on the ecumenical ethos which guided the founding of the

CBEP during the period of repression.

While there has been a change in the founding members of the board, there still is a high church

representation in the current twelve member board. The board of trustees serve as a trust for two

programmes namely the Management Support and Training Programme (MSTP) and the CBEP.

The functions of the board include policy making, resourcing the organisation with both the human,

financial and infrastructural capacity to enable the programme to achieve the set goals.

In terms of diversity in skills, the board reflects a strong bias towards the formal education sector.

This was explained by one of the founder members as a result of the original objectives of the

programme which was to intervene in the formal education field. The board is supposed to meet

at least quarterly.

The management structure is composed mainly of board members, that is, there is a duplication

of human resources at two levels of management.

The functions of the management is understood to include "enhancing the policies and providing

supervision." The management is expected to meet bimonthly.

The evaluator's findings on the administration and management of the programme is that:

- a)
- b)
- d)

there is a general agreement that the board has not been functioning. Most staff members and board members (at least the "old" members conceded that the board has been "dysfunctional", that members did not attend meetings, that most of them did not know what the CBEP was about and what it was doing. Only two or three members of the board "ran the show". This was explained in the context of people being busy with other things, maybe not being interested in the field of training in which the programme has since got involved in or plainly having "found themselves on the board with no understanding of the expectations"

the replication that results from the same people serving both at the board and on the management levels has both potential positive and negative implications. First, this could

facilitate implementation of policies decided at the Trust level, on the other hand this could

stifle creative discussions on policies at the second tier level.

Secondly, the issue of establishing checks and balances in terms of ensuring that proper implementation and accountability is maximised, while on the other hand flow of information may be biased to reflect only what the management believe is what the board is interested in, unless the Programme Coordinator has strong leadership qualities and skills.

In the past, the management had been the same people who were in the board and it was not clear how reports and information was disseminated from the staff levels. The staff may be reluctant to take issues up in the organisation from the management to the board as the same people would still be making the final decisions. This issue is important especially in the CBEP where relations had been strained in the past as a result of the same

people (person) holding many positions which were sometimes not clear.

Finally, this may result in overstressing of people and contribute to non effective participation on CBEP activities, unless the members have not taken more responsibilities which are high on their priority elsewhere.

very little information was forthcoming from staff on the activities of the management in the previous year. The staff indicated that there was a communication problem between themselves and the management/board. The staff had to plan the programme activities alone, while the actual resourcing of such activities was a function of the board alone. This

resulted in plans having to be abandoned/changed to suit the board/management "at the expense of the beneficiaries as represented by the line staff".

Secondly, the communication problem was also pointed out as a major factor that contributed towards a high staff turnover of at least eight of the ten people that left the

programme since 1990 in a programme as small as the CBEP.

staff has no input in the process of recruiting board members. Only once were they asked to make proposals on new recruits, but their opinions were not considered in the final analysis, instead it was pointed out that the programme has to maintain its historical ecumenical ethos in which churches are required to appoint representatives on to the board.

e) while in the past the staff was represented in the management meetings, the role of the Programme Coordinator was described as "to take instructions" and feed back to the staff. This resulted in staff meetings being reduced to a level where the then coordinator would report back and no discussions would take place and no comments would be made about the report.

f) the administration of the programme was described as centralised. This was viewed as a constraint in terms of allowing the programme to develop its identity and autonomy, to know its strengths for marketability and its expenditure in terms of administrative costs.

9) A concern was raised in respect of fundraising in which the fundraiser is the decision maker

at trust level as well as raising funds for another programme. The main question to address

in terms of this arrangement is who decides on where the money should go within the project priorities? The issue that has been contentious is how the fundraiser decides which

proposal to put in front of which donor. The other programme appears to be better resourced to an extent that CBEP felt like a "step child".

h) The planning activities of the project are undertaken by the whole team of the employed

staff. This facilitates common understanding among all staff members pertaining the actual

activities. This process adds more flavour and diversity in terms of different perspectives.

i) Communication among all staff is enhanced in the planning process in so far as all participants are able to put forth their perspectives, these are discussed and a democratic decision is taken.

j) The project's weakest management structure is the board/trustees, which has been characterized by consensus as "dysfunctional, weak, and ineffective".

4.3 Fit between the Programme Activities and the Overall Mission:

The beneficiaries interviewed (both current trainees as well as those who have completed training)

indicated a good understanding of the programme objectives and especially the long-term outcomes

aimed at. This was expressed in their articulation of the CBEP objectives as;

i building capacity in (380's to enable them to initiate and manage their projects.

T consulting with communities and on the basis of the outcome of such

consultations, provide training to build the community's capacity to undertake development projects.

The training objectives were to " help us to create jobs, through giving us skills in the areas of

planning, marketing, proposal writing and project management".

The convergence of the ideas of the CBEP and the understanding by the communities is undoubtedly very clear, and the demand by the communities that the CBEP move another step forward by ensuring that the necessary resources are available for the communities to implement

the skills acquired through training is another indicator that they have developed an understanding

of an ideal fit between training and projects.

4.4. The Relationship between the CBEP and the Beneficiaries:

The manner in which the CBEP entered the communities have gone a long way in giving the programme legitimacy. All the beneficiaries felt that the CBEP enjoys some community because it came into their communities through the existing community structures like the civics and was formerly introduced to the larger community by the relevant structures. This entry indicated sensitivity and understanding of the political environment then prevailing in the communities. The second factor that has positively contributed to the broad reception of the CBEP is the fact that it was the only organisation that "bothered to come" to these communities that are described as "underdeveloped" by the respondents. The trainees felt that they have an open and honest relationship with the CBEP whereby they are not promised things that the CBEP cannot provide. While this is viewed in a positive manner, the community would like to see the CBEP getting involved in more than training as the trainees are experiencing problems in interpreting community based projects in the same context as income generating projects. The communities would like to see the CBEP opening an office in their respective areas to further build and strengthen their relationship as well as to enhance the quality of support that these communities require from time to time.

4.5. Staffing Patterns and Human Resources Development:

The CBEP has a fulltime staff complement of eight (8) people, comprising of the Programme Coordinator, the Assistant Programme Coordinator, the Administrator/Secretary and five (5) trainers/field workers. There are two part-time workers namely the accountant and the housekeeper. The programme is looking at the possibility of employing a Resource person to meet the demands in training and documentation of the programme activities. Some staff members do not have job descriptions. This situation is being remedied with the new Programme Coordinator reviewing what people have been involved in and assessing their skills with regard to the challenges ahead of the organisation. The staff felt that in the past, there was poor relations between the staff and the management as well as poor management of the human resources that resulted in staff turnover as well as unstable leadership in the programme. However, since the employment of the new Programme Coordinator, the staff have expressed a sense that things have slowly begun to change and a hope that this trend will be sustained. It is the opinion/perception of the evaluator that the designations used by the programme for instance, programme coordinator, indicates that the power and authority may not be vested at this level as opposed to programme manager/director. The review/formulation of job descriptions for both the Programme Coordinator and his Assistant may be an important step towards reviewing the designations as well.

4.6. Programme Strengths and Weaknesses:

Some of the strengths of the CBEP as articulated by the various respondents were;

h flat structure at programme activity levels which ensures that plans are easily implemented.

t' teamwork in all the planning of the project activities

h staff have their own evaluation meetings at the end of each activity

t small scale enables easy implementation of activities.

" networking within the communities has been good throughout the project implementation.

r the staff has always been black and this has facilitated the smooth implementation of the training activities.

t the personnel in the project is committed to the project.

t the financial standing of the project is stable giving the programme security for the next three years.

Among the many strengths identified by the respondents, the CBEP was referred to as the o ne

organisation that introduced the discussion on development and the role of the local communities

in sustainable development.

Through the CBEP, the respondents have gained insight into community projects and their r oles as

ordinary community members in the initiation of these projects. The participants felt tha t they are

now comfortable with their understanding of the concepts of development.

In the area of the Eastern Transvaal, the participants have managed to form a string supp ort system

to deal with the community pressures where they are scorned for getting involved in somet hing

that they are not benefitting from. Through this support, they also helped one another ex plain to

their respective families the objectives of the project and the long term benefits that o nly come

with perseverance and commitment to skills acquisition.

The training and the skills that have been imparted by the CBEP were explained as "far su rpassing

those that university education provides". This was eloquently expresses as "cost effecti ve" by one

respondent who has Since completed the training process and was satisfied with the skills and their

usefulness in real life. She was confident that she could even take up a management job w ith any

company and was convinced that she would do a good job.

Another strength of the CBEP is that it has a good balance and sensitivity to the issues of gender

and development. The number of women participant was almost equal to that of men in both areas.

In the case of the Western Transvaal where some respondents have completed their training , the

women were more vocal and confident about their role in communities. This indicates an achievement of the objective of "psychological" empowerment objective.

Services of organisations like the South African Council of Churches (SACC) have been accessed to the community. The respondents acknowledged the role the CBEP has played in making such contact. The respondents also appreciated the fact that the CBEP does not feel threatened by the communities approaching and even working with other service organisations like the Lawyers for Human Rights (LHR) which has assisted in the training of the civic association in the area of the Western Transvaal.

The training staff has always been blacks and women which indicates to sensitivity towards addressing the issues of language accessibility to the participants.

The indicators for effectiveness that the programme use include the demands for more training activities either in addition to what has already been provided or in new areas that the projects' implementors are engaged in.

The project weaknesses included;

- ii weak, inefficient, dysfunctional board

strong presence of one person which resulted in the one person viewed as "the person" in charge of the programme.

separation of project planning and financial allocation. Planning is done at different levels with different and sometimes different/conflicting underlying perspectives and mechanisms.

the impact of the project have been limited to very localised areas in comparison to the needs expressed by communities.

1' participating CBO's have a mentality that the CBEP has financial resources "it is based in Johannesburg" therefore in a position to access all kinds of resources necessary to implement identified project at local level. An example of this mentality was evident with one CBO that received an amount of R10 000 to implement its project. This led to committees demanding payment and the concept of voluntary services overtaken and undermined.

The programme weaknesses were from the trainees point of view, mainly identified at the inception of the programme, where there was lack of clarity as to what exactly were the objectives of the programme. The respondents in the Eastern Transvaal had. an understanding that they would - acquire skills to run their businesses and thus participated in the first training held in Parktown under that impression. They indicated that the training was instead about managing community based projects which at that time did not exist in their communities. ' Secondly, while the training itself was beneficial, it was not relevant because the participants felt they could not effectively manage projects like carpentry while they lacked the actual skills and knowledge about carpentry. However, having raised these issues with the CBEP, the programme was able to accommodate their concerns and provided them with skills in the relevant skills.

The flexibility of the programme was viewed as the only factor that prevented some participants from dropping out of the training programme.

The community, especially the parents/families of the participants also had different expectations on the programme, namely that their next of kin (children) would be employed and be able to support their families. The expectation could be said to have been influenced by factors beyond the CBEP control. It could have resulted from the high unemployment rate in this area where the youth are unskilled, mostly illiterate and being part of a very depressed community which was hoping for immediate relief from any organisation that entered this community. The projects that have so far been initiated are experiencing management problems. The committees that have been established are not trained in understanding their roles and responsibilities. As a result many committee members expect to be paid for being in these committees, while they fail to contribute their time to the planning and implementation of the set project activities. In the case of one Western Transvaal project is on the verge of collapse as a result of the trained coordinator having left the project. The new coordinator, who has not had the benefit of training in managing and coordinating is left without the support of the existing committee at a critical time when the committees should be functioning to induct the new member and provide the essential continuity. Most respondents felt that the CBEP needs to get more involved in the implementation of the project as this is a process that takes time to fully comprehend especially for developing communities. The CBEP needs to further explore the role and responsibilities of committees within income generating projects which benefit a few of the community members as compared to the same roles within service projects like the preschool which benefit the community in general. There is a need to determine criteria for selecting and recruiting committee members into projects. For instance it would be helpful to recruit employed people to serve on the income generating projects as a means of addressing the expectation to be paid for services rendered, which result mainly from no other sources of income, while maintaining a good balance of the employed and unemployed people in community service projects where the beneficiary is clearly the general community. The rural areas in which the CBEP is functioning are underdeveloped and under resourced, therefore a need to balance the accessing of skills with the accessing of financial resources is vital. The CBEP has been providing participants with essential skills to initiate and implement projects, however, these communities are so deprived such that there are few and limited other resources where they could access start up or seed money to purchase the essential equipment to put into practice the skills acquired. This tends to discourage people from participating as no immediate support is available. As a result communities may fail to see the relevance and connection between skills acquisition and initiation of projects as both the trained and untrained people remain unemployed. Another aspect that was viewed as a weakness of the CBEP is the lengthy periods during which training is taking place. While the respondents appreciated all the modules and could not identify any elements of the training that could be taken out of the programme, the reality was that they felt the training took so long that it prevented them from looking at other options to ad

dress their
pressing needs and those of their families. This was another factor identified as contributing to the
high levels of drop outs.

An issue relating to the contact with the CBEP for immediate support was reiterated by the Western Transvaal group. The distance between the CBEP and the intended beneficiaries was proving to be a problem especially when community meetings were called where development issues were to be discussed and the CBEP's input is essential in explaining among other things to the general community what its short and long term roles were. While the respondents and some of the people who have come into direct contact with the CBEP viewed it in a positive light, there were other community members who still viewed it with suspicion and lack of trust. This, the respondents felt was the perception that it was a "Johannesburg" organisation and was not having a long term commitment to the local communities.

5. CONCLUSIONS AND RECOMMENDATIONS:

5.1.

The CBEP has achieved the goal of embarking on "psychological empowerment through training" that it set itself upon its inception. The organisation has reached out to the outlying areas and has effectively imparted skills that were identified as essential in helping these communities to build their self confidence to enable them to participate fully in all aspects affecting their lives. This achievement is clearly shown by the participants in

expressing and explaining where they were prior the CBEP intervention and where they are today. A major paradigm shift has occurred as indicated by the expressions like "now I know that one does not need a sangoma to get rich," but one needs to understand one's community, its needs and most of all hard work to achieve what one sets out. The extent to which this has been achieved is also quite visible qualitatively, with women

and young people asserting themselves and committing themselves to making a success of their experience in the training process. Women participants went into details explaining the massive problems they are experiencing in implementing the projects and in the same breath stating in no uncertain terms their determination to overcome these problems and to "prove" to the rest of their communities that they have what it takes to deliver services.

One of the women also felt quite ready to take up a managerial position at any time and was certain she would do a good job of it. One young trainee indicated his confidence in the role that he has begun playing in showing and leading the youth to play a role in democratising society and strengthening the civil society.

The beneficiaries that have completed the training phases and have initiated projects, continue coming back to the CBEP to ask for further training and or in depth training in the fields of management.

The quantitative achievements of the programme are not as clear/visible due to the small numbers of participants in each training phase. It could as well be argued that in terms of

replication as a result of training, very little is happening while on the other hand, the

argument that "small is beautiful" could still hold. The programme needs to clarify and focus on this issue with the view to find a balance between quality and quantity.

Both groups introduced the issues relating to the government's Reconstruction and Development Programme and the role they expect to play in their communities to ensure that resources reach them. The groups showed concern on the majority of their community members who still do not access to the skills that the CBEP is providing and that for this

reason the potential benefits of the RDP may not be well distributed in their communities

5.2.

5.3.

The evaluator concludes that both groups have a clear understanding of the demands put on them by the community as well as the CBEP, namely that they are the champions of a new process and its success is dependent on how they perform in order to convince those that are sceptical about the results of this activity.

The second goal of facilitating and initiating programmes that will if sustainable, lead to

material improvement in the lives and living conditions of the people, is in the process of being realised. The initiation process has been implemented with all trainees being involved

in a project of some kind, while the impact has not yet been felt. This is an achievement in the sense that communities which had no previous knowledge of community projects as a means of self determination and improving on the quality of their lives, are now very keen

and determined to participate in the process of improving their lives. They understand that at

other structures, including the new government should play a supportive role in terms of accessing financial/material resources as well as opening up the opportunities for them to

realise their goals. None of the participants expected anything different from other sources.

While this is the case with only a fraction of the community, there is an indication that an

increasing number of community members will have the same understanding if the training is increased in terms of coverage. The CBEP could make a significant contribution on shifting expectations like "Pretoria will provide" to a realistic understanding that communities hold the key to their development.

While a small fraction of the community has managed to move from the politics of defiance and expressing demands, to the politics of participation in development, the CBEP needs to increase its effort to facilitate the formation of local development trusts to drive and give

impetus to the implementation of the Reconstruction and Development Programme, which will rely heavily on the capacity built by organisations like the CBEP.

The goal of networking within the development sector has also been initiated in communities where the CBEP is operating, albeit on a limited scale. In the Eastern Transvaal

area, efforts are underway to consolidate a working relationship with other development organisations working in the rural area like the Environmental and Developmental Agency (EDA). Joint activities have already been undertaken by the CBEP and other development partners to access further resources for the community. This process is slow because communities are grappling with the whole development issues as well as beginning to build their capacity to effectively participate in development.

Because there are very few development organisations functioning in the areas where the CBEP is working, it will take some time to develop strong networking structures, however, the foundation is already evident that the CBEP, wherever possible have used and encouraged the local communities to make use of the available resources.

At the centre, the CBEP needs to explore the possibilities and benefits of working with another N60 to increase its capacity to address the formation of the development trusts/forums within a short space of time in view of the demands.

There still is a potential for the inclusion of the private sector especially in the Western

Transvaal which could play a major role in the development initiatives in the area. Because

the political environment has changed, the CBEP might benefit from establishing relationships with the private sector rather than struggle alone to provide/access financial

resources in the area.

5.4.

5.5.

The CBEP needs to build on the trust that the community have through providing practical support for people to concretely see the benefits accruing from their involvement in self help.

The CBEP needs to work towards consolidating the initiated projects and ensure that these achieve the set objectives namely that of providing and ensuring access to basic goods and

services needed by the communities and that these are sustainable.

On the objective of mobilising the local community resource base the CBEP is undermining its effectiveness by operating from an office a distance of 300 km from the beneficiary. In order to mobilise communities effectively, there is a need for close relations in terms of

geographical boundaries and this factor have been pointed out by many of the respondents.

The evaluator recommends that;

1. a satellite office be established maybe starting first with the furthest area (Eastern Transvaal) where the major developmental problems are evident. This could be done by way of relocating one trainer with an additional task to groom an understudy from the community to ultimately take over the major activities with support from the central office.

2. a fully fledged office of the CBEP should be established with recruitment of staff intended to reside in the areas. This could address the underlying problem of staff relocation when people are beginning to build their lives after the demise of apartheid.

The costs that are incurred in travelling and hiring of vehicles could be redirected into carrying the expenses relating to this shift.

The CBEP needs to increase its human resources to cover a larger number of people into their capacity building training activities. This could be done through opening an office in

the areas where the programme is already functioning. With a local office providing on the spot support on new projects as well as facilitating the monitoring of community projects

, the CBEP could also be in a position to follow up on the "drop outs" from its current activities rather than concentrating on the minimal numbers of people who have remained for the completion of the training.

A review of the screening methods (criteria) needs to be made to assess the extent to which these prevent mature people who are not conversant in English from participating. as opposed to attracting young people who may be conversant in English but have other options still open to them, when problems are encountered in the projects. The high rates of drop out from the training programme is a cause for concern as it negatively affects the impact that this process could have on long term development.

It could be interesting also for the CBEP to look at whether it has a contribution to make in the adoption and utilization of the eleven languages that have been constitutionally

accepted as official for the new democratic South Africa. The requirement for participants to be fluent/conversant in English could be interpreted as discriminatory in the near future.

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5.6.

In terms of the administration and management of the programme, the evaluator found that the board is being reconstructed, albeit on the ecumenical ethos. This may deny the programme the flexibility to recruit in a transparent manner, taking into consideration the changes in the external environment whereby the country now has a democratically elected government that is sympathetic to the needs of the majority as well as in principle committed to development.

There is a need to revisit the constitution and assess its relevance in the wake of the new

era. The questions of whether it still is critical that the Trust reflects a purely ecumenical

ethos, whether the churches have the capacity to and the expertise in the development field and whether other organisations and individuals have a role or some contribution to make in the programme should be explored.

Some flexibility is being introduced with regard to the management structures. This is a positive step that needs to be strengthened by measures to ensure that human resources especially volunteers, are not allocated duties that could affect their effectiveness. This

refers to the issue of the same people serving at two different levels within the same organisation. With the changes/adjustments being made on the management, it may be helpful for the CBEP to establish procedures for the recruitment of the management, accompanied by formal induction processes; that an attempt is made to target people with expertise in the field of development, and that the recruitment is transparent in order to

give the programme the confidence that the right people have been recruited. Some understanding has got to be made in which practical issues like the term of office for the

board and the management should be worked out, the amount of time each member has to have for the CBEP activities.

The management could also look at the possibility and the benefits of having representation from the beneficiaries of the programme. This could enhance the relevance of the programme activities and help create a second tier accountability level which does not exist presently.

Another benefit could be that the beneficiaries would have a better understanding of the resources that the programme has and how best to utilise them while informing the future plans. Direct contact with the grassroots would be ensured and indirectly, a contribution in terms of administrative skills that could be transferred into the local communities could

be imparted in the process.

The future of the programme looks positive and secure on a financial level. The programme will be

funded for the next three years. The challenge in terms of the programme sustaining itself is for

it to begin to build self sustaining financial mechanisms to ensure that it continues to function after

the three year period."

In relation to the future programme activities, the CBEP needs to;

a)

b)

consolidate the training/capacity building activities

increase the areas of operation both in terms of serving more people as well as broadening

their geographical base to meet the expressed needs.

develop mechanisms to evaluate its performance over a period of time. Indicators for success needs to be built into programme activities to ensure that the CBEP can monitor its performance both qualitatively and quantitatively. This will ensure that an understanding

of what is expected could be clarified before the activities are implemented.

d) focus its training on income generating projects e.g. sewing as opposed to the service providers like preschool. This is in the wake of the high unemployment rate in the communities as well as being able to tap the resources that may be available with the implementation of the Public Works Programme and the RDP.

e) increase the scale of operation to include relationships with the donor institutions where the

latter could provide resources to the trained CBO's to initiate projects. This will facilitate

participation in the project as communities would be assured of some "seed" money at the end of their training.

f) train for better understanding of the role of the management committees in the projects.

There is a tension between the employees in a project and the management committees whereby the latter expect to be paid and maybe receive income from the interest accrued by the project.

From the above findings, it is concluded that the CBEP has reached a milestone that enables the

programme to be perceived as relevant today and in the near future to work alongside the RDP in

facilitating community development. By enabling communities to access basic services, the CBEP

would attract more people into its activities thereby increasing number of people who would begin

to share in the vision of participation in development.

There is a process under way whereby the programme is looking at the actual costs the programme

is incurring outside of the other partners for example, the MSTP. This is an important development

if the programme has to critically look at its options and find a niche in the development arena.

However, in terms of relevance and the extent to which the programme needs to expand and make

a greater impact in communities is concerned, CBEP needs to engage in a strategic planning

process in order to develop;

1) a vision that would complement the changing environment, test its analytical skills against the development challenges and assess its own capacity in terms of the human resources, its effectiveness and impact as well as its potential to survive beyond the three years. How can the CBEP improve its image and emerge with an identity that would put it firmly in the market as a strong and capable service provider?

2) the programme should revisit its status as an NGO that directly provide services in the communities via training trainers in the communities to implement. This is in the wake of a climate where the funders would be giving resources directly to the CBOs for the latter to engage service providers.

3) Is the CBEP a CEO or an NGO? Is it regional or national?

4) What are its relationship with other development structures?

5) Can it survive without external funding and partnerships?

IN T E R V I E W G U I D E L I N E S :

What are the objectives of the CBEP?

Have these objectives been achieved and to what extent?

What things are you doing differently as a result of undergoing training with the CBEP?

What things do you feel should be included/excluded from the training programme?

How relevant/valid are the CBEP objectives today?

How has/is the programme managed?

What are the strengths/weaknesses of the programme?

How do you see the future of the CBEP?

LIST OF PEOPLE INTERVIEWED

CATEGORY A. TRAINEES

QPONQWPPN?

Ms Constance Lebeko
Mr Abbram Mothibi
Mr Abram Thatelo
Ms Adeline Polelo
Ms Margaret Kgopane
Mr Oupanyana H. Maelangwe
Ms Lizzy Mhlakaza
Ms Gertrude N. Radasi
Mr Sam Jerry Senatle
Mr Mojalefa Sebolao
Mr Lucas Hadebe
Mr Bheki Mhlanga
Ms Sizakele Ngwenya
Mr Thabang K. S. Lephoto
Ms Maria Maluleke
Mr George Hlatswayo
Ms Ntsoaki Lephoto
Mr Kutloano Sithole
Mr Joseph Mphuthi
Mr Henry Ngwenya
Ms Nomadlozi Mkhathshwa
Ms Swazi Thambekwayo

CATEGORY B: CURRENT AND PREVIOUS STAFF.

NSDWPS'DNF

Mr Nkosana Mnguni
Ms Gloria Mbokota
Ms Lulama Mvunyiswa
Mr Abednego Motsopi
Mr Mthuthuzeli Sibozza
Ms Moipone Rakolojane
Ms Thoko Moja

CATEGORY C: BOARD OF TRUSTEES

N991P9NF

Brother Neil McGurk
Mr David Adler
Mr Mohammed Tikly
Ms Barbara Watson
Ms Thembi Motloatsi
Mr Mlamli Mthembu
Ms Pat Sullivan
Programme Coordinator
Assistant P. Coordinator
Secretary/Administrator
Training Facilitator
Training Facilitator
Training Facilitator
Previous Employee
Chairman
Board Member/Fundraiser
Board member
Board Member
Board Member
Board Member
National Director, MSTP.