Chapter 12
Capacity Building for Sustainable Development in D'kar Community

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12.1 Introduction

The Dutch Reformed Church and other Non-Governmental Organisations (NGOs) over the last ten years have played an active role in providing social welfare to the San in D'Kar Community. Furthermore, a number activities were undertaken by community members as part of capacity building for sustainable development. These include training sessions on courses listed below: Principles of Business Management; Records and Bookkeeping for Small Businesses; Poultry Management; Good Governance for Board of Trustees; Traditional Leaders, Restaurant Hotel Management; Hotel Management; Cooperative Management; Restaurant Management; Educational visit to a poultry farm in Botswana; Women, and Leadership and Economic Empowerment; Leadership and NGO Governance Training for Church Leaders and D'kar Elders Leadership and Board Management; Leadership and Strategic Planning for Businesses; Tourism Business Opportunities in Botswana; Customer Care and Marketing; Project Management, Opportunities in Tourism and Techniques of Game Farming. The trainees were councillors, staff and Village Development Committees. Thirty four participants attended the training sessions 2nd to the 4th November 2010, and 10th–13th November 2010.

The chapter further makes a link between capacity building and sustainable development. One of the key reasons for the existence of poverty is lack of capacity by communities to design and engage in sustainable development projects. It should be noted however that not all problems associated with poor performance in

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entrepreneurship development are attributed to lack of capacity. However, based on the training needs assessment, it was observed that most of the previous efforts had failed due to lack of capacity to sustain successful enterprises.

12.2   The Dutch Reformed Church

D'kar KURU Development Trust was formed by the Dutch Reformed Church to provide social services to the San Community that developed around the Church farm. The San were running away from the white farmers who had taken over their land. The Church provided a sanctuary for them but it struggled to provide jobs and much needed social services such as water, roads, schools, and health care. Soon the Government of Botswana had to step in to fulfil this role. The fear of government interventions continues up to this day.

The D'kar community resides on a farm originally owned by the Dutch Reformed Church. The church initially played a very active role in developing the plot but efforts were pulled back by gaps in donor support. Lack of continuity is a factor in residents reverting to alcohol and substance abuse as a result of having no work to occupy their lives. Working as a Trust-Kuru Family has given impetus to renewed donor support and it is now up to the communities in the area to take advantage of the training to rid themselves of poverty.

12.3   The D'kar Church Farm

KURU Family of Organisations. Kuru Development Trust was founded as a multi-purpose development institution and registered officially with the Botswana Government as a charitable organization in 1986 after lengthy discussions with people in western Botswana and other parts of southern Africa.

12.3.1   Capacitating Community Based Organisations CBOs

Kuru, now known as the Kuru Family of Organizations (KFO), is a broad-based San support organization that engages in a wide variety of development activities. Its work ranges from doing capacity-building among community-based organizations to assisting local people in income generation and agricultural projects. Starting first in D'kar in western Botswana, Kuru expanded to other communities in Ghanzi District and in North West District (Ngamiland).

Kuru was the first non-government organization to work directly with San in Botswana besides faith-based institutions. In the 1990s Kuru staff initiated an Early

Childhood Care and Education Program (ECCE), part of which was devoted to establishing and running preschools.

D'kar Trust has been involved in empowering the local community with development projects over the years.

Most of the target groups have no means and ability to run and sustain the projects on their own. There is need for fundraising and identification of donors to help the D'kar community with training and capacity-building, planning and running their projects in a sustainable manner. This has been very difficult as most of the beneficiaries did not have fundraising and proposal writing skills. More so, recent years have seen economic down turns in many countries due to global economic recession, leaving vulnerable communities with limited donor funding. Competition for development funding has been growing hence the need for creative and effective fundraising and proposal writing skills.

12.3.2   Pre-school Training

The Bokamoso Preschool Program, as it is known, does in-service pre-school teacher training. It also assists in the development of curricula and materials for use in the schools. The preschool program works in communities without schools and establishes play groups for children (W. Le Roux 1999). The type of approach employed by the Bokamoso teachers and their trainers can be characterized as holistic, covering a variety of skills and building on the knowledge of the teachers and the children with whom they interact. The program emphasizes creative play, telling of stories, arts and crafts work, and exchanging of information about the natural and social environment. Classes are given in mother tongue San languages, including Nharo, the language spoken by many western Botswana San. The parents of the local children are also involved extensively in the preschool program, which has helped to institutionalize the program and has contributed to its sustainability over the long term.

To sustain projects entail fundraising by writing grant proposals that can earn funding for the Trust communities. A module on fundraising and proposal writing was used to train Kuru members. The two part module was expected to empower learners to develop their skills in terms of opportunity seeking, identification of community development needs and high impact and sustainable projects, attracting funds and developing professional skills of writing proposals over a three day period. It was expected that at the end of the training, participants would use their knowledge and skills as the initial step to empower the community to raise funds on their own.

The trainees were introduced to several processes and requirements of fundraising and grant proposal writing. The trainer further carried them though Stage 2 of the Entrepreneurship & Small Business Development course for the beneficiaries of the Kellogg Foundation Project at D'kar Trust from Wednesday 11rd to Friday 13th August 2010.

12.3.3   Entrepreneurship Skills Training

Having started on the entrepreneurial skill, this module therefore took learners to another level of managing businesses. This is with the assumption that the Business Ideas raised during the previous week's workshop would be adopted and taken of the ground. An: Entrepreneurship Motivational Talk was done to motivate learners and give them confidence to convert their ideas into real projects that could be marketed, costed and priced. Book keeping was also emphasised as key to successful record-keeping.

12.4   The Role of NGOs in D'kar over the Last Ten Years

This part of the book covers the history of KURU Family of Organisations. Kuru Development Trust was founded as a multipurpose development institution and registered officially with the Botswana Government as a charitable organization in 1986 after lengthy discussions with people in western Botswana and other parts of southern Africa. Kuru, now known as the Kuru Family of Organizations (KFO), is a broad-based San support organization that engages in a wide variety of development activities. Its work ranges from doing capacity-building among community-based organizations to assisting local people in income generation and agricultural projects. Starting first in D'kar in western Botswana, Kuru expanded to other communities in Ghanzi District and in North West District (Ngamiland). Kuru was the first non-government organization to work directly with San in Botswana besides faith-based institutions. In the 1990s Kuru staff initiated an Early Childhood Care and Education Program (ECCE), part of which was devoted to establishing and running preschools. KURU is made up of a number of NGOs that specialise in providing services to the settlements where the San form a significant part of the population.

12.5   The Work and Impact of NGOs

The last ten years have witnessed the role of NGO in empowerment of the San about self determination, access to quality education and indigenous rights. A lot of work has been done through multi-stage action research project to unveil the history, present conditions of the San and their future.

> Self-détermination is about making informed choices and décisions and creating appropriate structures for the transmission of culture, knowledge and wisdom for the benefit of each of our respective cultures.—Coolangatta Statement Article 3.5

In recent years, a handful of regional surveys exploring the status of San groups across southern Africa have clearly demonstrated that San communities have the

lowest socio-economic indicators of any group in southern Africa, are the victims of severe social stigma and participate only marginally in mainstream institutions. Evaluations of indigenous rights and human rights issues for San communities, both before and after the passing of the UNDRIP in 2007, have found that there is a tremendous gap between international ideals and local realities. These works have explored various aspects of rights issues including education, health, gender, intellectual property rights, and land rights.

In international documents addressing indigenous peoples rights, education is recognized as central to the issue of self-determination. This is usually interpreted by governments and other parties to mean the right to access mainstream/formal education, as provided by the state. However, focusing entirely on access to formal education sidesteps the key relationships between education, language, culture and self-determination. My research is grounded in this field that defines the right to education broadly as the right of indigenous communities to determine their own methods of social reproduction.

Most San communities live in more than one country; many of these live on both sides of the border between Botswana and Namibia. These and other countries, identifying where common cultural, historical or socio economic factors lead to common configurations in access to indigenous rights, and in particular in approaches to education and indigenous knowledge. Equally important are the differences between the two—profound differences in cultural composition, historical trajectory, and current political and economic structures of these neighboring countries.

For example, both countries are profoundly affected by the legacy of apartheid, which colors all discourse having to do with minority rights in southern Africa. Mother tongue education is a particularly sensitive area. However, Botswana was never under an apartheid government (they and played an important role in resisting that regime) while Namibia is a former South African colony. These differences result in dramatic differences in policies involving mother tongue education, for example.

Educational Rights This central aspect of my study links education to broader social realities, including actual opportunities for livelihood in areas where Sam communities live, and access to political and other legal processes. What skills do San communities need in order to gain access to their rights? To participate in decision making processes? To survive? Are these skills available through the formal education system, or are other options necessary? This research will integrate an exploration of indigenous knowledge, and how it relates to economic and subsistence opportunities for San communities.

- **Implementation of international mechanisms.** The UNDRIP and other mechanisms for indigenous rights are generally considered the responsibility of governments. What characteristics lead to an interpretation of the UNDRIP as something that a country must act upon, vs. something that is not a governmental concern? What legal mechanisms allow indigenous communities and local NGOs to take legal action when indigenous rights are violated? How does the general interpretation of "indigenous" and its associations impact legal decision-making processes?

- **Access to decision-making processes.** Decisions that affect the rights and livelihood of San communities are made at many different levels. These include policy decisions, legal cases, decisions by international donors about where to funnel resources, and by local NGOs about what areas to target. What are these formal and informal decision making mechanisms, and do San communities affected by them have access to these discourses? This study will also examine the role of international corporations and organizations, and the ability of communities to negotiate their rights with these powerful development actors.

12.6   D'kar San Community

D Kar is a disadvantaged community which has over the last ten years had donors supporting community projects with the ultimate aim of reducing poverty. However, projects were not sustainable beyond the duration of donor funding. It was observed that as Botswana experienced donor fatigue from graduating from a list of the world's poorest countries to a middle income one, donors came, worked and left the D Kar community.

Not much was achieved in terms of sustaining previous income generating projects. The planners of the partnership between Kellogg and Ba Isago observed that there was a need to change the mindset and give time to developing it over a couple of three years before expecting any meaningful sustainable income generating projects.

Kellogg and Ba Isago university worked on a different strategy to change the mindsets, train and groom the community members towards sustainable income generation projects. As the project was monitored over the last three years, different levels of impacts were observed and these are the focus of this chapter.

One of the most important short term impacts of NGO work is the training received by the D'kar community. The training was done through the efforts of NGOs and Kellogg Foundation throughout the three years. However, the results of training need to bear fruit before the contents become obsolete. Business Plan Formulation and using the plan to fundraise for setting up an enterprise are some of the key contents of important training received.

A training workshop was held for Business Plan Formulation course for the beneficiaries of the Kellog Foundation Project at D'kar Trust run from Tuesday 17rd to Thursday 19th August 2010.

D'kar Trust has been running many projects to improve the self-sustenance of the local people through job creation and income generating projects. Various national surveys indicate that the job generating capacity of the economy has either been static or has declined during the last few years. Keeping in view the rising problems of unemployment in the country, the Government's desire to lay special emphasis on creation of self-employment opportunities at the micro level has grown stronger.

12.7   The Role of Women

Botswana like other African countries is a patriarchal society where women are mainly expected to be submissive and be led by men. Patriarchal tendencies often render women's role as invisible in the public domain.

The Kellogg Foundation Project for D'kar Development Trust facilitated by BA ISAGO University College provided women in D'kar with a number of training programs to build their skills in tie and dye cloth production. The main objective of the training was to give the women special skills to make clothing materials through tie and dye which they would sell to tourists and create jobs for themselves. This activity is designed to alleviate poverty in the community and enhance self-sufficiency in the homes of target group. A Fabric paint project existed in D'kar for the past 10 years under Kuru D'kar Trust but it failed to make a positive impact on the community because of lack of involvement of the beneficiaries. As a result, there were only two women left in the project. It has now attracted fifteen women who are happy with the current leadership, which allows them to make important decisions on the project and the products made.

12.7.1   Women in D'kar

Trained women in D Kar are key actors in community development projects, craft production and in performing household chores. Their often forgotten role in community development is illuminated in this chapter and how they were able to learn, work on batik and face challenges of staring their own businesses, and identifying markets for their products. Women also learned during the various training programmes such as: bookkeeping and record keeping for small businesses, small business management.

12.7.2   Community- based Natural Resource Management

There are a wide variety of enterprises involved in Community Based Natural Resources Management, which are both instruments and objectives for economic development. Crafts organisations and tourism ventures are the most common enterprises for their use of natural resources. Opportunities for veld and non-timber forest products are being explored, but it is a challenge to find internal and external markets and develop appropriate harvesting and processing techniques. Crafts co-operatives, for the Basarwa especially, provide a small but important source of cash using an indigenous skill base. Jewelry using ostrich eggshells and pods, leatherworks and wood carvings are highly marketable for sale to tourists. In/Xai-/Xai, !Kokoro Crafts is a loosely structured co-operative which acts as a middleman, buying crafts and selling them for the artisans. The structure is simple and

accessible, and its purpose straightforward. Used as a starter activity, the process of decision-making and handling of earnings could be observed prior to complex tourism ventures. Furthermore, crafts groups usually have a higher percentage of female participants—in/Xai-/Xai, 75 % of the !Kokoro Crafts members are women—and provide a crucial source of income for female-headed households.

Tourism activities can take many forms; a community can sub-lease its wildlife-offtake quota to a hunting safari, tender resource-use rights to a photographic tourism company or operate its own cultural or eco-tourism. The first two options yield the most overall earnings for the least amount of work. However, they do not offer much autonomy, long-term employment growth or managerial opportunity and bring into question the idea of Community Based Natural Resources Management.

Instead, communities such as/Xai-/Xai and D'kar have opted to take an active role in their development by self-operating eco-tourism based on local culture and traditional knowledge. The choice involves a great deal of mobilisation, training and hard work, but for/Xai-/Xai and D'kar, employment creation for both men and women, pride in their unique identity and ability to make decisions and manage their own enterprise are worthy of the cost.

12.7.3 Veld Products Gathering

Veld Products Research and Development and Thusano Lefatsheng are local NGOs supported by SNV who have been exploring CBNRM opportunities in veld products. Utilising veld products is not as systematic and lucrative as wildlife utilisation, as government regulations are not yet definitive and harvesting, processing and marketing techniques are still being forged. However, both NGOs have been buying harvests of sengaparile (Devil's Claw), truffles, thatch grass and herbal teas and assisting communities develop monitoring systems and explore new products.

12.7.4 Enterprise Development

A training workshop was held for local community members of D'kar Settlement Village on Bookkeeping/Record Keeping for Small Business who are target beneficiaries of the Kellogg Foundation Project at D'kar Trust run from Wednesday 1st to Thursday 2nd September, 2010.

(Ba Isago Training Reports 2010).

Examples are given of how international NGOs join together to identify intermediaries to provide additional assistance to the Sustainable Communities assistance recipients. They avail funds for capacity support grants to be distributed in support of the programs.

The first purpose of the Capacity Building for Sustainable Communities Program is to assemble a collection of capacity building service providers to work directly with the FY2010, and FY2011 HUD Sustainable Communities Regional

Planning and Community Challenge grant recipients, HUD Preferred Sustainability Status Communities, and EPA Sustainable Community Technical Assistance recipients and Brownfield Area Wide Planning grant recipients.

The second purpose of the Program is to build a national coalition and leadership network of the Sustainable Communities Grantees. The purpose of the network will be to facilitate the exchange of successful strategies, lessons learned, emerging tools and public engagement strategies, and approaches for avoiding or minimizing pitfalls.

The identified intermediary organizations must demonstrate significant knowledge, skills, and experience and a cohesive plan for delivering the specific skills and tactics necessary to build the capacity of Sustainable Communities Grantees to fulfill the goals of the Sustainable Communities program. Similalry in Kellogg Foundation embarked on capacity building programmes during the last three years which included implementation of Agenda 21 of the Earth Summit.

The three year duration of training and retraining work of NGOs with Ba Isago University within the poor San community of D Kar in Botswana was meant to equip the poor with inventive entrepreneurship skills. NGOs have served as gap fillers in partnership with the Government of Botswana for the San Community. Although the project had not been summatively evaluated at the time of writing this book, what became clear is that the trained San were able to make some products as a starting point towards developing show-casing the fruits of their training, and a changed mindset and skills for sustainable entrepreneurship development. Specific topics covered include project management, monitoring and evaluation, marketing management, customer care, and Principles of Small Business Management.

12.7.5   Project Cycle Management (P.C.M.)

Participants were given a handout as a supplement to the comprehensive Training Tool Kit for the training and covers two aspects only.

Project management is the way in which projects are planned and carried out following a sequence of agreed strategy which leads to an idea for a specific action that is formulated, implemented, monitored and implemented with a view to reviewing the strategy and further action. This approach has the following advantages when applied well:-

• It assists those implementing a project to be *clear and realistic when coming up with objectives* for their project since they are able to draw clear distinction between the objectives and the means of achieving them. This ensures that the sustainability of the project is already thought through from the beginning.
• It ensures that the *quality of the project is enhanced* in all the various components of the project cycle and that the proposed initiatives are responding to the really felt needs and identified problems and that there is ownership of the project by the beneficiaries and the stakeholders.

- It helps to *choose appropriate technologies* for use in the proposed initiative especially locally renewable resources; indigenous knowledge and respecting the socio-cultural values of the people involved.
- It provides for *a consistent approach to planning and discipline* when considering what is required in implementing a project and serves as an important reminder of what needs to be checked during implementation to ensure that the aim of the project is not forgotten during implementation.

A series of workshops were held in October and November of 2010 for all the three levels 1 to 3: on Monitoring and Evaluation, Principles of small Business Management, Project Cycle management, and Customer Care. The workshop on Monitoring and Evaluation was held at held at D'kar Village, Gantsi, 27th–28th October, 2010. (Ba Isago Training Report, October 2010.)

One of the workshops was run from 2nd to 4th November, 2010. The workshop was facilitated by a Project Management expert, who was also a national expert familiar with the local context on community mobilisation, community based income generation and project planning, design and implementation.

The course material used during the training was derived from ***a Project Design-The Project Cycle Management Approach Toolkit*** designed and developed by Community Development Resource Services (CDRS), South Research, Ba Isago University College—Botswana. This is a very useful toolkit structured as a basic guide to designing projects according to the European Commission- EuropeAid Project Cycle Management Handbook. The facilitator localised the context to suit the context in terms of examples relating to the horticultural project currently running at D'kar. A supplementary handout prepared by the facilitator covered ***Advantages of Project Management and Monitoring and Evaluation.***

The workshop was delivered using participatory methodologies linking the content to the practical work of the trainees. Lectures were linked to practical examples of the ongoing horticultural project taking place in the community. Structured learning exercises based on participants practical knowledge was chosen as a primary approach in view of the adult learning principles in view of the level of trainees participating. Additionally, demonstrations and group work were employed to involve the participants in addition to the brainstorming and buzz group and presentations that followed.

12.7.6   Objectives of Capacity Building

The Project Cycle Management course is designed to help participants acquire knowledge and skills on Project Cycle Management and the Logical Framework as planning and implementation tools. This training was to assist the community members appreciate the various areas involved in the development processes of initiatives being undertaken in their community.

The training started with defining what a project is, and the distinction and relationship between a project and a programme. This was applied to the existing projects know to the participants. Then a short presentation on Project characteristics was made to show that a project contains the following: a start and finish time, a life cycle, a budget, a set of activities that are interrelated, use of the resources mobilised, clear responsibilities and defined roles and relationships; the life cycle of a project highlighting the beginning to an end and all the steps that a project goes through for it to be viable and sustainable.

Participants were introduced to the various steps of the Logical Framework Approach covering the following steps:-

- stakeholder analysis
- problem analysis
- objective analysis
- strategy analysis
- project plan matrix
- activity planning
- budgeting
- monitoring and evaluation.

The course also helped participants to identify how to choose the most appropriate strategy; acquainting themselves with the Project Planning Matrix; reviewing the role of indicators and means of verifications and how to prepare an Activity plan and a Budget.

12.7.7   Training Workshop Outcomes

The first day started with a group of 17 participants to the training workshop. The majority of participants were women who were 10 against 7 men. More participants joined the training later on bringing the total number to 24 participants.

The first day covered the following topics:

- Introduction to Project Cycle Management;
- Characteristics of a project;
- Steps of the Project Cycle Management and Advantages of Project Management.

The course started with some introductions. Each participant gave their names and their roles and responsibilities in the community. This was followed by the facilitator asking the participants to give their expectations for the workshop before the group agreed on some ground rules for the workshop. The facilitator then outlined the workshop objectives and outcomes. Some of the expectations matched with the workshop objectives.

The presentation that followed made emphasis on defining what a project is and the stages involved in the life cycle of a project with more emphasis on

Programming (planning), identification, appraisal, financing, implementation and evaluation and how these stages are interrelated. Participants were then divided into two (2) groups. One group was tasked with working on how their horticultural project started, what prompted them to embark on a horticultural project, project viability and what they want to achieve. The second group worked on outlining activities carried out to come up with a horticultural project, how they monitor project implementation and what they would like to see happening in D'kar in the next five (5) years in terms of poverty reduction and employment creation based on the horticultural project they are undertaking. Group presentations followed with some very useful contributions from the participants. From the plenary presentations, it was clear that the participants had understood the concepts introduced earlier in the day.

A presentation on Introduction to Project Cycle Management (PCM) followed after a short break. This session introduced participants to the steps of the Logical Framework Approach (LFA). The day ended with the facilitator explaining what would be covered in Day Two and emphasising that it will begin with more details and deliberations on the steps so introduced. Participants were given a Take Home Exercise to research on the needs and interests of stakeholders using the explanations of the morning.

12.7.8   Day Two Course Coverage

The day covered characteristics of PCM; stakeholder and problem analysis; Objective and strategy analysis; and project monitoring and evaluation. The day began with a recap of Day One, with participants relating what they have learnt in the previous session. The facilitator then made some presentations on the characteristics of PCM with questions from participants. Discussions followed on stakeholder and problem analysis. The participants were then divided into two groups. Group One was asked to identify key stakeholder needs and interests based on stakeholder socio-economic and political characteristics, interests and expectations, potentials and deficiencies and how best to involve the stakeholders in the project. Group Two, on the other hand did an exercise on problem analysis, identifying major problems, selecting a starter problem and establishing a hierarchy of cause and effects in a problem tree. Group presentations followed.

Objective and strategy analysis were introduced followed with some demonstrations on working out an objective tree on the basis of the problem tree. The last topic for the day was on Project monitoring and evaluation based on the importance of monitoring project implementation and the need for evaluation; what do we evaluate and why we evaluate, based on project relevance, efficiency, effectiveness and impact as well as measuring impact on the basis of Knowledge, Attitudes, Practices and Skills (KAPS). The day ended with a short introduction on topics for Day Three. Attendance was higher with a total of 26 participants.

12.7.9   Day Three Course Coverage

The third day covered the Vertical and Horizontal logic in Project Planning Matrix (PPM), Project indicators and means of verification and Budgeting and the Budgeting process. The facilitator took participants through what they have learnt in the previous sessions during a recap. A short presentation on project monitoring and evaluation followed. Participants were taken through an introduction to the Logical Framework Matrix with some demonstrations on the construction of the vertical logic of a project (project indicators, means of verification and risks and assumptions). Group exercises on the vertical and horizontal logic were carried out with some group presentations.

The next topic was on project budgeting highlighting the stages involved in drawing up a project budget and the importance of budgeting. The last topic was on the stages of organisational growth. The ended with workshop evaluations based on timing of the workshop, venue, food, learning from others, training materials, the trainer and exercises carried out.

12.7.10   Marketing Management

Marketing Management who are target beneficiaries of the Kellogg Foundation Project at D'kar Trust run from Wednesday 27th to Thursday 28th October, 2010.

12.7.11   Course Structure

The course material used for this training was designed and developed by the course facilitator himself and the after effect result brought about a high level of down to earth and practical outline of course material that all levels of communities, which had been able to adapt without difficult.

A Marketing Management course is very important because it would help anyone taking part in this training on how they can reach their potential customers. Marketing Management course was designed to help all participants to acquire knowledge and skills on how best they can sensitize the community about the products they are producing. The main delivery approaches were lectures and assimilations of practical examples, structured learning exercises based on practicals than theory, demonstrations, illustrations and practical involvement of participants in undertaking the recording tasks, and group/class discussions.

The course started from giving them an appreciation of what a business is all about and why making it a success was important for any business. Then, when any business has success in mind, profitability becomes another crucial element any business person has to attain and marketing is that element in the business that would bring desired results which is profit because, now their products are known

by the people. Without marketing, no business person is able to determine the profitability of their business. The participants were then taken through the practical aspect on how best they could sell their business.

In conclusion, the marketing course was highly appreciated by the participants and even invited me to come and assist with the marketing of their products.

12.7.12   Day One Course Coverage

The trainer started the training with a question, on how well participants understood or had ideas about marketing. Each participant was issued with a printed booklet of training content. Then the essence of business was covered and why businesses are important in the economic development of any business person. The presentation made emphasis on the fact that success in any business entity relied on marketing efforts. The functioning and composition of the marketing environment and orientation to markets were covered making them understand that as a business you should be able to know who yourself, that is your capabilities and pitfalls, the variables for Micro environment. Customers, suppliers, and competitors form the Market environment and lastly the Macro environment which consists of a number of variables:- international, economic, social, physical, technological and political.

12.7.13   Day Two Course Coverage—(Group discussion) Practical Approach

On the second day, participants covered the last part of the presentation, before forming groups of two for group discussions, "On how best can we market our products especially the vegetable garden-vegetables" as they were going to be ready for sale in two or three weeks time. The groups formed presented and all the marketing instruments they came up with were applicable in terms of reaching out to people or sensitizing people about the products they were or would be selling. After their presentation, the facilitator made a summary and still emphasized on the importance of marketing.

Topic 1: The nature of marketing
Topic 2: Marketing Concepts
Topic 3: Orientation to Markets
Topic 4: Composition and Functioning of the Marketing Environment
Topic 5: SWOT Analysis
Topic 6: Market Research
Topic 7: Market Segmentation
Topic 8: Marketing Instruments

12.7.14   Key Issues Raised

In addition to the numerical feedback, see *List of Annexes,* there are some comments made by the participants as part of the evaluation and are summarized below:-

- More group work.
- Good facilitation.
- Good Training Manuals
- Trainer explained very clearly.
- Facilitator should come back again
- Insufficient participation from fellow mates.

Photograph: Marketing Course Group

12.7.15   Customer Care

Customer Care course participants who are target beneficiaries of the Kellogg Foundation Project at D'kar Trust run from Tuesday 26th October, 2010. The course material used for this training was designed and developed by the course facilitator himself and the after effect result has brought about a high level of down to earth and practical outline of course material that all levels of communities have been able to adapt without difficult. A Customer Care course is very important because it will help anyone taking part in this training on how best they can deal and treat their customers so that they can retain them.

Customer Care course was designed to help all participants to acquire knowledge and skills on how they can make their customers happy hence satisfying their needs. It was made clear in the introduction that for every business or organization to be successful it should understand the importance of customers, both internal and external customers. And another important aspect was on how they should carry themselves in the presence of customers and dealing with the

customer's grievances. The participants were also taken through the practical aspect on how to answer a telephone, take a telephone message and put a customer on hold etc.

12.7.16 Day One Course Coverage

The trainer started the training by defining what Customer Service is. And went on to ask the participants what kind of service to they normally get from different organizations or companies. Each participant was issued with a printed booklet of training content. The presentation made emphasis on the fact that success in any business entity relies on customers who come to seek services from the organization, and the business entirely rely on their customers for their survival. The topics covered were:

Topic 1: Definition of Customer
Topic 2: Basic Elements of Customer Service
Topic 3: Body Language

> − Main aspects of Body Language

Topic 4: Telephone Manners

> − Basic rules for answering a Telephone
> − Taking a telephone message for a Co-worker
> − Telephone procedure for putting a customer on hold.
> − How to transfer a call

Topic 5: How to Reduce Stress at work
Topic 6: How to get a Difficult Customer on your Side
Topic 7: Good Customer Service Habits to Develop
Topic 8: Do's and Don'ts of Customer Service

The participants were also made aware that customer service does not end after giving the customer what they want, it's about fulfilling the less obvious customer needs. It was also said in the presentation that service providers should know who their customers are, they should expand their definition of customer service and develop a customer friendly attitude.

   Participants were also made aware of their body posture which is part of the main aspects of body language- constant flow of non-verbal communication. And they also went through a practical aspect of answering a telephone call, taking a telephone message for a co-worker, putting a customer on hold and transferring a call.

12.7.17   *Workshop Group Photograph: Customer Care Course Group Photo*

12.8   Monitoring and Evaluation

Participants were taught how to monitor and evaluate their real or imagined income generation projects and any other similar projects.

Monitoring This is the on-going measurement of progress of implementation of the activities to ensure that all the components of the project are being implemented as planned. This is done throughout the life cycle of the project implementation by the different responsible persons for the project. This is usually done by the implementers.

Evaluation This is the timed review of the project implementation aimed at making critical observations relating to the implementation which will inform the imple-menters on whether to continue with the chosen methodology or review the design of the implementation. Evaluation also reviews the implementation in order to check whether the project is assisting in achieving **K.A.P.S.** (**K**nowledge; **A**ttitudes; **P**ractices; and **S**kills). This is done mid way or at the end of implementation and is usually done by people not involved in the implementation of the project to allow for objectivity in the review.

12.9   Workshops Evaluation

Overall, all participants were pleased that they attended this course and were very happy with the training as judged from their verbal comments as well as from evalu-ation forms. The following is a diagrammatic representation of what they said in their evaluations:

12.9.1 *A Diagrammatic Representation of the Workshops Evaluations*
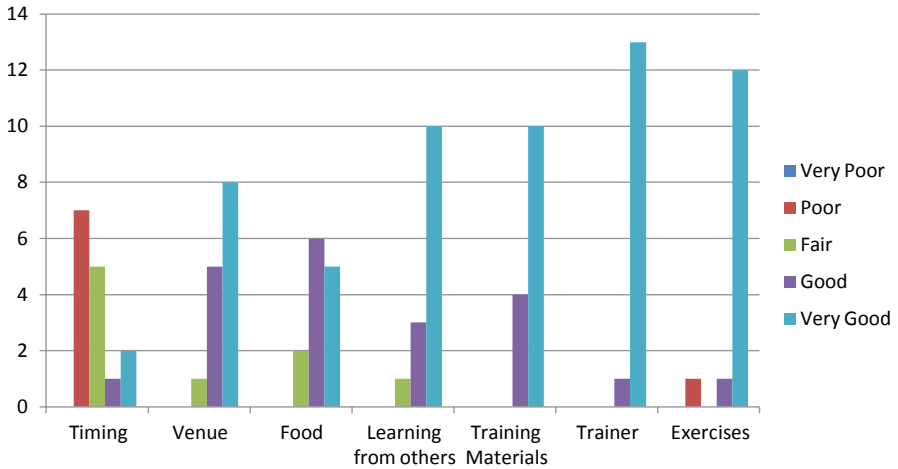
12.10 Observations of Challenges to the Training Programme

The facilitator realised and came up with the following observations throughout the whole training:

- The community was not actively involved in the project implementation due to the fact that there is lack of consultation between the management, the board of trustees and the community resulting in the community not buying in to the idea of Trust ownership.
- Participants lacked knowledge and skills in project management and implementation.
- There appeared to be a Board of Trustees that was non-existent and non-operational and thus leaving the running of the Trust to the management (staff), who were also employees.
- There was lack of potential market for the horticultural project which raised questions as to the sustainability of the project.

12.11 Sustainable Development

Sustainable development include, amongst others, requires continuation of efforts made earlier.

12.11.1   Recommendations

Considering the above points, the consultant recommends that:

(i)   They should ensure that they use all assistance available to them to build sound business plans, i.e visit LEA, Department of Youth and Culture etc
(ii) They should make out clear personal objectives which they would wish to achieve from these workshop. Thus they ought to make maximum use of this training and other opportunities that arises thereof.

12.12   Conclusions and Recommendations

12.12.1   Conclusions

All the training workshops went well, with more numbers coming on daily basis. And students were very excited with the contents because it would help them make a difference in running their organization.

Following the training, it was hoped that some of the alternatives to be explored would be informed the content of the training sessions and gaps would be filled on the basis of the participants' needs.

The course on PCM was highly commended and the need for more trainings on project management was raised up as this could lead to the general Trust membership getting involved in the Trust projects implementation.

Workshop evaluation reports indicated that participants were happy about the training and were of a view that more courses should follow to strengthen their capacity.

12.12.2   Recommendations on all the Training Sessions

The facilitator was pleased with the outcomes of training workshop and would like to make the following recommendations:

12.12.3   Time Allocation

• More time to be allowed and allocated so that participants could be involved in more practical exercises and demonstrations. The duration of the course was very short as participants had to attend to their daily activities(gardening) before they could come for training which only had to last up to lunch time.
• There was a need for market exploration in order to sell project products.

- More training sessions on project management and leadership and governance to be facilitated to enhance capacity building of the members of the Trust.
- More funding proposals to be submitted to ensure project sustainability.

The facilitator was pleased with the outcome of the workshop and recommended the following for better delivery of the subject when presented the next time:-

- Certainly more time needs to be allowed to do the practical demonstrations after the theory is completed.
- The training can also be video recorded and be used as a reference.

Some issues were raised by the participants and are summarised as recommendations below:

- There is need for more consultation and transparency between the Trust management and key stakeholders within D'kar community.
- Participants should be allowed to decide what best suites them because donors do not allow independence on decision making on identification of projects suitable to the needs of beneficiaries (community).
- There is need to ensure that the training content is also applied in the work of the Trust and its various projects.

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