COMMUNITY DEVELOPMENT ACADEMY - SOUTH AFRICA PROJECT
REPORT
FOR THE UNIVERSITY OF MISSOURI/SOUTH AFRICAN EDUCATIONAL PROGRAM

I. INTRODUCTION

The purpose of the project was to support faculty exchanges between the Community Development Academy – MU (CDA-MU) and the Community Development Academy – South Africa (CDA-SA) to enhance the quality of community development education, outreach and extension in both countries. The participating South African faculty are from the Medical University of Southern Africa, the University of Pretoria, and the University of the Western Cape. The emphasis of the exchanges is to build the capacity to offer professional education in Community Development, enhance the support of community development outreach, and impact existing University curriculums in community development, most of which are part of social work departments. CDA-MU would gain by expanding the experiential learning base of CDA faculty and internationalizing the content and faculty, including involvement of University Outreach and Extension staff.

II. ACTIVITIES

The project was to provide support for 7 exchanges, 2 from Missouri to South Africa and 5 from South Africa to Missouri in the calendar year 2000. It ended up providing support for 5, since support for Jerry Wade and Matsontso Matabula’s exchanges was provided by USAID. Consequently, there is money remaining, so hopefully we will be allowed to use it for exchanges in 2001. The exact amount is not known yet since expenses are still being processed. However, a final budget report will be provided soon.

Jerry Wade and J.C. Owsley visited South Africa from August 15 to September 15, 2000. Antoinette Lombard completed CDA Course 2 in March and Peter Matabule, Tammy Krecek, Gerda Bender and Nelleke Bak completed Course 3 in September.

III. OUTCOMES/IMPACT*

The easiest way to share the outcomes/impact of the exchanges is to provide the narrative from the participants.
A. J. C. Owsley:
University Outreach and Extension Center
PO. Box 187
Hermitage, Missouri 65668

First I want to express my deepest appreciation to the committee and Dr. Turner for the financial support to help make this experience a reality. The South African experience from August 13 through September 12 gave me opportunities to test the validity of some of my own program development perceptions and their cross cultural application.

My own practice of outreach programming dramatically improved in recent years with the realization that outreach and extension efforts must be reflective of the issues that communities and their members deem to be important. Participatory program development based on a capacity building model has not only resulted in programs that have impact on issues, but also turned the corner with respect to county funding for extension work.

The exchange experience with South Africa gave me numerous opportunities to serve as the "poster child" for the Community Development Academy. It provided me with numerous opportunities to testify to the value of the process in practical community development. Additionally it provided ample opportunities to share ways the techniques taught through the academy lead to the development of "solid" outreach programs.

Moving from a deficiency to a capacity building model will have real impact as South Africa deals with its own unique social issues and the CDA is an essential tool in the process. The Community Development Academy has become a permanent part of South Africa. It was a privilege to play a small role in this large picture.

B. Gerda Bender
The Community Development Academy (CDA) course 3, entitled "Creating Capacity for Dynamic Communities", is the final course offered by the Academy in its training programme for community developers. The issues addressed in this course build on aspects covered in the previous two courses, broadening participants' understanding of the dynamics of community development. The undersigned was fortunate to attend all 3 courses of the CDA and is able to integrate the skills and concepts of all three Community Development Academy courses into the courses in South Africa.

After the attendance of CDA Course 3, I feel that my capacity has increased to skillfully involve the whole system in community development in creating
change, to engage in community organization development, can deal with programs for poverty, resolve and mediate conflict, sustain community developing programming, can develop networks and partnerships that support community development practice, and have developed a mutual understanding of professional ethics.

CDA course 1 is being adapted for South African community developers. This means that the examples used differ, but the approach to community development, the principles and processes for building communities, are ubiquitous. In this sense the CDA course is of substantial value to me as a member of the CDA (South Africa) team. The CDA course potentially makes a major contribution to the overall development of South African communities.

CDA course 1 has already been offered in 1999 and 2000 to South African community developers. The response has indicated clearly that there is a great need for such a course and the South African CDA team (together with the CDA University of Missouri team) are in the process of discussing the long and short term outcomes on macro and micro levels.

Dr C J Gerda Bender
Department of Educational Studies
Faculty of Education
University of Pretoria

C NELLEKE BAK
The Community Development Academy (CDA) course 3, entitled "Creating Capacity for Dynamic Communities", is the final course offered by the Academy in its training programme for community developers. The issues addressed in this course build on aspects covered in the previous two courses, deepening participants' understanding of the dynamics of community development. It steers a fruitful way through theoretical insights and practical training. One of the strengths of the CDA course is that it makes a radical shift from the predominant "needs analysis" base to a much more workable and dynamic base of "asset mapping". Moreover, the course demonstrates that for communities to develop sustainably, the approach must be a "whole systems" approach.

Given the urgent call for community development in South Africa, and given the scarcity of resources, we cannot afford to neglect this issue or squander resources on community development projects that are fundamentally flawed in their approach and thus unsustainable. The history of South Africa is one of strict centralized control, politically and economically, thus discouraging (and
in many cases, disabling) communities from following a kind of "self-help" approach. Since the democratic government has come into power, there are neither resources nor the capacity to deliver everything from central government - communities now are in fact encouraged to develop their own initiatives and, to a large extent, fund their own development. Not having a tradition of decentralized organisation, communities and community developers need to be trained in the kind of processes that the CDA promotes.

Prof Nelleke Bak  
Faculty of Education  
University of the Western Cape

D. TAMMY KRECEK  
These are some of the points of value which come to mind. The exchange and participation in the Missouri CDA courses:
1) Exposed our training team to USA diversity,  
2. Provided a different venue for our South African team to interact in and impacted on shaping how our own identity has shaped  
2) Established collaboration with CDA Missouri trainers as well as other participants and new linkages have formed,  
3) Empowered us with confidence and vision that is relevant for CDA course content in South Africa, and  
4) Prepared to apply skills in research activities (ie with Dr A vatta, Mr M Boshoff in animal health and worm control projects with resource-poor agricultural communities).

E. JERRY WADE  
Trip Report To USAID – South Africa  
August 14 – September 13, 2000

The primary purpose of the trip was to serve as an instructor in the Community Development Academy – South Africa (CDA – SA) course, “Building Communities from the Grassroots” and work with the CDA – SA team to continue building the professional curriculum in community development education. The course went extremely well. It was over-subscribed with 75 people attending and about 20 on a waiting list. It is anticipated that most of those on the waiting list will attend the March 2001 course. This course represents a major turning point for the Academy. The potential demand was demonstrated. Perhaps most important, the new concepts in development
were positively received by the course participants. The concepts and techniques are designed to put the community at the center of the development process and focus on a new model of development that replaces the traditional experts and dependency model. Numerous conversations clearly indicated that those models are not working and a transformation in development is necessary.

Progress in building expanded collaboration in development education with several other organizations exceeded expectations. The discussions are based on several new innovations in local development practice and theory that are not widely integrated in development outreach work in South Africa. The major transformation in development is a shift from a deficiency/needs to a capacity/futures model, a change in conceptualization and practice in planning, and alterations in processes and techniques of community assessment. The South African development model follows primarily a British/European tradition while the transformation has occurred primarily in America. The potential impact in connecting South Africa to the transformation in development is quite significant. The discussions on potential collaboration and connection to CDA continued with the assistant director of the Post-graduate School of Agricultural and Rural Development at the University of Pretoria. She attended the U.S. CDA Course 1 Sept. 17 – 22, 2000 in Kansas City. Discussions will be continuing on the relationship of the Post-graduate School of Agricultural and Rural Development and its outreach program with CDA – SA.

The unexpected opportunity was the invitation to work with a consortium of groups in KwaZulu Natal. Involved were personnel from the provincial Dept. of Health, the University of Durban – Westville and the Valley Trust. They were highly receptive to the material discussed. A linkage has been made with the CDA – SA team and the probably is high that CDA instructional capability in the province will be developed and CDA Course 1 offered in the future.