

# IN BRIEF

ISSUE 34 | JUNE 2023



**ACTIVE CITIZENRY –  
PARTICIPATION BEYOND  
THE PUBLIC DOMAIN**

Active Citizenry

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Kagiso Trust's Municipal  
Collaboration Model

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Sustainable Futures



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# OUR IDENTITY

## OUR VISION

A prosperous, peaceful, equitable and just society

## OUR MISSION

To contribute to development through sustainable funding, with like-minded partnerships and innovative scalable development models

## OUR VALUES

- Integrity
- Accountability
- Passion for Development
- Hands On, Bottom Up Approach

## 4IR

Committed to developing and implementing technological innovation

## OUR STRATEGIC GOALS:

- **EDUCATION DEVELOPMENT PILLAR**  
To extend educational development programmes
- **SOCIO-ECONOMIC DEVELOPMENT PILLAR**  
To promote and support socio-economic development
- **INSTITUTIONAL CAPACITY BUILDING PILLAR**  
To support strategic institutional capability development for sustainability
- **FINANCIAL SUSTAINABILITY PILLAR**  
To ensure financial sustainability of Kagiso Charitable Trust



**KAGISO**  
T R U S T  
Overcoming poverty

# MESSAGE FROM THE HEAD OF COMMUNICATIONS AND MARKETING

I think we can all agree that we find ourselves navigating a particularly difficult time, faced with what seems to be an ever-growing list of challenges. The recent reprieve in the severity of the load-shedding schedule has brought small relief to embattled South Africans who are already dealing with inflationary price increases, reduced disposable income and unemployment levels which remain unacceptably high, particularly amongst women and youth. According to recent statistics, 800 000 young people with degrees applied for the R350 social relief grant.

It's particularly discouraging for all of us as we witness and experience daily the results of infrastructure crumbling around us. Potholed roads, broken traffic and street lights, derelict municipal facilities, water cuts and most seriously, failing municipal water sanitation which has led to cholera outbreaks in Tshwane, North West Province and Free State Province.


Most of these failings can only be attributed to poor governance at both national and local levels. Results of a recent Auditor General's report revealed that only 38 out of 257 municipalities in South Africa received a clean audit. This is unacceptable and indicates that only a small minority of municipalities have the leadership, relevant skills, proper monitoring, accountability, provincial support and political oversight to act in the best interests of the communities they serve. This is why it is so important that citizens become more actively involved in the affairs and decision-making of their local governing bodies.

But what's to be done? Kagiso Trust has the view that we, the people, as individuals, civil society and private businesses are going to have to exercise our democratic rights and get actively involved in national and local governance. Our Constitution has enshrined within it our right, as citizens, to participate actively and meaningfully in governance at both national and local levels.

“

As we strive for a prosperous, peaceful, equitable and just South Africa, it will be through active citizenry that we improve governance and ultimately ensure a better quality of life for all.

”

A professional portrait of Mandisa Tselane, a Black woman with her hair styled in braids. She is wearing a dark blazer over a white top and a pearl necklace. She is smiling and has her arms crossed. The background is a soft, out-of-focus grey. There are decorative geometric shapes in olive green and dark grey on the left side of the page.

To this end, Kagiso Trust is seeking to raise awareness of the important and meaningful role citizens can and must play in contributing their voices and needs at all levels of governance. KT recently launched the #RadicalCollaboration initiative which promotes the active participation of communities in municipal functioning. This initiative will take the form of discussions, interviews and interactive workshops with communities around the country.

Additionally, with our position as leaders in the development sector and civil society, KT is actively engaging with national and local governance structures and policy-making bodies to ensure that the needs and voices of the communities we serve are being served.

As we strive for a prosperous, peaceful, equitable and just South Africa, it will be through active citizenry that we improve governance and ultimately ensure a better quality of life for all.

This In Brief addresses and touches upon some of the areas I've covered here. I hope you enjoy the read.

To close out, I would like to call upon all concerned citizens to support our efforts in empowering communities to improve local governance. Together, we can create a South Africa that we are all proud to call our home.

**Mandisa Tselane.**

# ACTIVE CITIZENRY

## PARTICIPATION BEYOND THE PUBLIC DOMAIN

*Whilst participation across the political spectrum is one of the hallmarks of our democracy, it is the role of active, inclusive, and representative public participation at all levels of governance, that is most crucial in realising its ideals.*

*By Zanele Mabaso, Head of Policy Development Unit*

An enabling democratic environment that recognises the significance of equal public participation is essential for the enhancement of our human rights. It is especially crucial for the promotion of democratic governance, the rule of law and the realisation of social inclusion, equitable access, and economic development. It is therefore through this universal democratic principle, that community governance and citizen-led accountability in decision-making and its relative law-making processes pave the way for the realisation of resilient and prosperous democratic societies.

### PUBLIC PARTICIPATION IS A RIGHT.

This is a right that is inherently implied in a democracy. The government's application of consistency in the observation of this right is incremental to the empowerment of individuals and the transformation of communities within the public at large. It is also legally necessary in our democratic disposition as a means to satisfying the provisions of South Africa's Constitution, in its recognition of peoples' rights to non-discrimination and equality, rights to education and information, rights to peaceful assembly and association, and freedoms of expression and opinion.



KZN Small Farmers in attendance at KT's Competition Commission's Fresh Produce Market Inquiry Workshop (CCFPI).



KT Socio Economic Development Head – Tebogo Mokgoadi, listening to views of the farmers at the CCFPI.



Local Economic Development stakeholder meeting in Makana.

## A CITIZEN'S RIGHT TO PUBLIC PARTICIPATION

Ensuring that citizen's voices are heard, is one of the key responsibilities of government, through national and local government. The involvement of citizens in current affairs and discourse relating to matters of public and national interests affecting their lives is essential to harnessing the rewards of living in a democracy. As such, government has the responsibility of ensuring that citizens are kept informed through the dissemination of adequate and accurate information; facilitating public education through mass awareness and capacity building; engaging in consultations through public-centric participation platforms, petitions and public hearings across all communities and relevant organised public representative groups.

Critically, South Africa asserts a participatory democracy that is said to have a semi-healthy Constitution that embodies public participation in its implementation. In the interest of citizens, the Constitution assures a responsive and accountable government for local communities, that ensures the provision of services in a sustainable manner. It also provides for the promotion of social and economic development, the promotion of safe and healthy environments and encourages the involvement of communities and community organisations in matters of local government. As such, the Constitution obligates Parliament and the

Legislatures to provide for relevant platforms to enable a forum for the engagement and involvement of the public on certain issues of mutual interest.

## A YARDSTICK FOR CITIZEN-LED ACCOUNTABILITY

It is not only through the Constitution and Parliamentary mechanisms that public participation in policy making is an affair for the government's attention. Participation in policymaking is equally the business of civil society organisations, the private sector, development partners, multilateral agencies and the judicial system alike.

The principles and values of public participation are equally considered by the International Association for Public Participation (IAPP) as the right to involvement in decision-making which includes the notion that the public's input to such processes should be taken into consideration. In addition, participants in the decision-making process should be afforded the opportunity in designing how they participate. Such values and principles set the precedence of guidelines for country-level institutions to incorporate into their operations but are equally transferable and replicable in various contexts that require the involvement of groups and communities.

Equivalent legislative instruments such as the National Development Plan (2030) and the Professionalisation of the Public Service Sector

Framework (2023) highlight the role of an actively involved public in realising the aspirations of a developmental, capable state. Instruments such as the National Policy Framework for Public Participation (2007), and Municipal Systems Amendment Act (2022), all provide guidelines on the minimum requirements and acceptable standards for public participation. They all recognise the role of active citizenship and encourage various avenues to foster improved engagement of communities in the affairs of municipalities.

It is regrettable to note, however, that both provincial legislatures and local government, with increased accounts of corruption, have left communities without an effective means of active involvement and meaningful engagement. The result is that there is a deepening need to repair the trust deficit and for communities to find avenues to articulate their challenges and co-create solutions together with the government in addressing their most immediate needs.

### KAGISO TRUST RADICAL COLLABORATIVE COMMUNITY PARTICIPATION MODEL

The Kagiso Trust's Radical Collaborative Community Participation Model (the Model) came about at an opportune time, acknowledging the dynamics of the breakdown in the relationship between communities

and their respective governing bodies. The Model embodies a human rights-based approach to participatory governance where it facilitates an exchange for citizens and respective government entities to co-create through 'radically collaborative' means by meaningfully articulating challenges and jointly devising innovative solutions and practical remedies to address prevailing unmet needs. The Model has already seen success through its implementation in the Makana Municipality (Eastern Cape). It is scalable, replicable and adaptable to different societal contexts. It also assists in rebuilding and sustaining trust between governing bodies, elected officials and their communities.

It's notable that although official frameworks on public participation developed by government exist, they are either not being employed or are ineffective in their current application. This is where lessons learnt from the best practices of the Kagiso Trust's Model can be adopted. As the government struggles with addressing the growing trust deficit and rapidly deteriorating public confidence in its ability to deliver quality and effective services, it can only lead to the heightening of citizen outrage, civil unrest and service delivery protests. This in turn causes a climate of insecurity, social division and exacerbated inequality. Adopting Kagiso Trust's Model would serve as a reformed community governance tool, helping to revitalise



Zanele Mabaso, KT Policy Development Head facilitating the CCFPI Workshop.





Community Based Organisations in Makana collaborating with the municipality during the pandemic.



Makhanda Circle of Unity Local Economic Development Training.

relationships, rebuild trust, strengthen collaboration and ultimately improve municipal inefficiencies and community development.

## INCORPORATING A BOTTOM-UP APPROACH TO POLICY INFLUENCE

The Trust, through the collaborative efforts of the Policy Development and Socio-Economic Development Units, hosted a Fresh Produce Small Scale and Emerging Market Workshop in KwaZulu Natal. Kwa-Zulu Natal-based smallholder rural farmers are in dire need of socio-economic assistance as they recover from the recent devastating floods and fiscal fluctuations, which have left many farmers destitute. The workshop was a consultative engagement aimed at appraising farmers on the Competition Commission's Fresh Produce Market Inquiry. The workshop also sought farmers' input on issues affecting smallholder businesses and historically disadvantaged persons (HDPs) within the fresh produce value chain that the Inquiry seeks to address.

This was an important initiative in terms of applying a regional bottom-up approach to an issue of key concern in the agricultural sector, the effectiveness and efficiency of fresh produce markets. It is often the case that local communities do not hear about such endeavours due to the lack of adequate mass communication to enable access to information and the facilitated promotion of its usage. The workshop enabled attendees to understand the challenges at stake and meaningfully engage in problem-solving and proposing remedies. The proceedings resulted in a well-consulted written submission to the Competition Commission.

The Trust has also played a critical role in advocating for policy-specific changes. This has been achieved through actively engaging at various levels of decision-making to influence the adoption of innovative approaches to address prevailing behavioural, structural and systemic issues. The Trust has utilised these opportunities to share best practices, lessons learnt and highlight prevailing barriers that inhibit optimal policy implementation through its decade's worth of model implementation across Education, Socio-Economic Development and Local government.

**The Trust has contributed towards the review, design, development and policy implementation of key sector legislative and regulatory instruments, which include:**

- The National Framework on the Professionalisation of the Public Sector (2022)
- Local Government: Municipal Systems Amendment Act (2022)
- Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure (2022)
- National Integrated Small Enterprise Development (NISED) Framework (2022)
- The Agriculture and Agro-processing Master Plan (AAMP) (2022).

**The Trust continues to involve citizens, communities and relevant stakeholders in informing the law-making processes towards the:**

- Basic Education Laws Amendment (BELA) Bill [B2 – 2022]
- Municipal Fiscal Powers Amendment Bill [B21-2022]; SMME and Cooperatives Funding Policy (2022)
- Draft National Community Development Policy (2023)
- Poverty Alleviation Acceleration Plan (2023).

# KAGISO TRUST'S MUNICIPAL COLLABORATION MODEL



KZN Rural Farmer having their say at the CCFPI Workshop.

*The polarisation of municipal and community relations into an ‘us and them’ is a prevalent and obstructive issue which greatly hinders community socio-economic development and progress across the country. This dynamic generally leads to distrust among parties, conflicts of interest, inertia, fragmented efforts and ultimately underperforming municipalities.*

*By Paul Smith, Head of Local Government Support*

In this article, we explore the Kagiso Trust Collaboration Model which addresses this issue through creating an enabling environment with Radical Collaboration. In subsequent articles, we will explore further each of the four elements of this Collaboration Model.

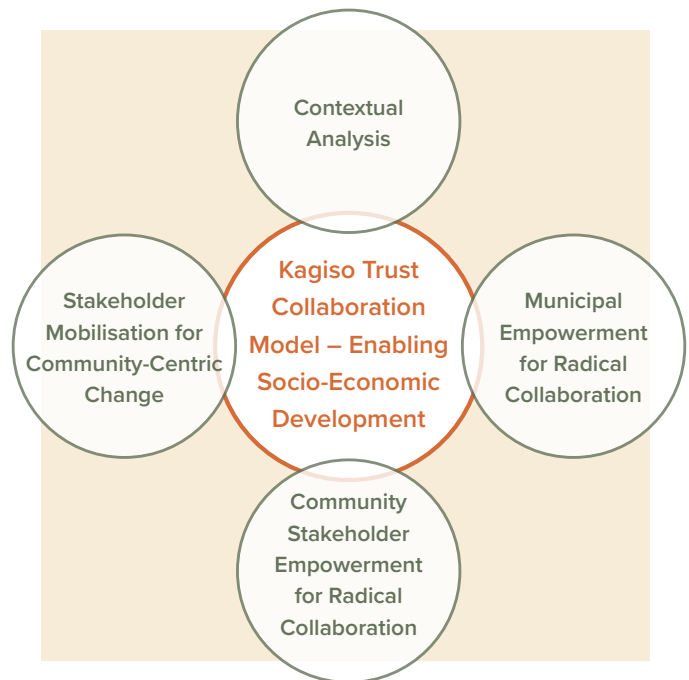
## BACKGROUND TO THE COLLABORATION MODEL

In 2012, Kagiso Trust Collaboration (KTC) re-engaged with the local government sector to provide revenue and data management solutions to support municipalities. It soon became evident that municipal performance was being adversely affected by factors that had not initially been envisioned and that addressing these factors was crucial to the success of any efforts in improving municipal performance. As a result, KTC embarked on a journey to define a new municipal support approach.

Over the past three years, KT has adopted a new model approach and tested it in the Makana Municipality. This model emphasises a change in municipal and community management and leadership by adopting Radical Collaboration as a core mechanism to strengthen inclusive democratic governance and promote community-centric development. This approach requires stakeholders to set aside their differences and embrace a new innovative common-purpose approach to building and strengthening local relationships for the benefit of community development and prosperity.

## THE COLLABORATION MODEL – FOUR DISTINCT ELEMENTS

The model recognises that local systems, social context, economic potential, and socio-economic issues are complex and unique to each municipal region. Based on this understanding, the new model focuses on creating an enabling environment that allows all local stakeholders to collectively identify and address pressing local issues affecting their communities.



## THE COLLABORATION MODEL HAS FOUR KEY ELEMENTS:

- 1. Element 1 – Contextual Analysis:** This involves gaining a unique contextual understanding of the locality and its issues. It promotes data-driven decision-making and enables local stakeholders to reflect on the reality of their local context before deciding on appropriate collaboration structures and actions. Without this understanding, the model's output is potentially compromised.
- 2. Elements 2 & 3 – Municipal and Community Empowerment for Radical Collaboration:** Each needs to be empowered and prepared separately for meaningful collaboration. Municipal stakeholders, including political and administrative environments, should strive to be more coherent, cohesive, reliable, competent, and committed before attempting to become effective collaboration partners. Community

*Continued on next page...*

stakeholders need to be empowered and organised to form a civic coalition that collaborates with municipalities to ensure community-centric development and amplify the community's voice.

**3. Elements 4 – Stakeholder Mobilisation for Community-Centric Change:** Stakeholder mobilisation refers to the process of actively engaging and involving stakeholders in a collaborative effort or initiative. It involves rallying and bringing together individuals, groups, organisations, municipalities, and community members who have a vested interest or are affected by particular issues or projects. Stakeholder mobilisation aims to create a structured and inclusive environment where stakeholders can contribute their perspectives, knowledge, resources, and expertise to identify and address local issues effectively. This will foster, enabling meaningful engagement, collaboration, and the implementation of solutions for the greater benefit of the community.

## ELEMENT 1: CONTEXTUAL AWARENESS COMPONENTS

**This element of the Collaboration Model has several components that will assist communities and municipalities to better understand their context and they are as follows.**

- **Empowerment Retreats:** These retreats facilitate honest conversations within communities and the municipality, encouraging self-reflection and a deep exploration of the reasons for non-performance. The aim is to recommit individually and collectively to purpose and transformation for improved performance. This element is connected to the deep sense-making process.
- **Deep Sense-Making:** Deep sense-making refers to a comprehensive understanding that enables individuals and groups to derive meaningful insights and knowledge from complex information or experiences. It empowers individuals to navigate complexity, think critically, make informed decisions, and gain meaningful insights. This skill is valuable in today's information-rich and rapidly changing world.
- **Scenario Planning:** Given the complexity and uncertainty of the future, scenario planning is a strategic foresight technique that involves collectively creating and analysing multiple possible futures. It helps guide decision-making, strategic thinking, risk management, and preparation for the future. Scenario planning allows municipalities and communities to identify opportunities, manage uncertainties, and build

capabilities that increase resilience and long-term prospects of success.

- **Stakeholder Mapping:** This process involves the identification and analysis of individuals, groups, organisations, and Community-Based Organisations (CBOs) that have a vested interest or influence in our communities. Stakeholder mapping provides organisations with valuable insights into their stakeholders, enabling effective engagement, informed decision-making, and proactive management of stakeholder relationships. It contributes to improved collaboration, project outcomes, risk reduction, and increased stakeholder satisfaction and support.
- **Political Economy Assessment:** This assessment enables communities and municipalities to gain knowledge and insights into the interaction between political and economic processes, institutions, and actors within society. Understanding the political economy provides valuable insights into the complex interplay between politics, economics, and development. It helps individuals and municipalities make informed decisions, navigate complex environments, and design interventions that are contextually appropriate, inclusive, and sustainable.

## ELEMENT 2 & 3: MUNICIPAL AND COMMUNITY EMPOWERMENT FOR RADICAL COLLABORATION

**The following element is about organising and enabling the community and the municipality to adopt inclusive Radical Collaboration as a mechanism on which to engage each other and to be a meaningful collaborative engagement partner. The components of this element are as follows.**

- **Bridging Leadership:** Bridging leadership is a style of leadership that prioritises building connections, fostering collaboration, and bridging gaps between individuals, groups, and organisations. This leadership style is fundamental for Radical Collaboration. Bridging leadership goes beyond traditional hierarchical models, empowering leaders to leverage the collective power and resources of diverse stakeholders. It enables them to foster collaboration and create sustainable and impactful change.
- **Stakeholder Engagement and Management:** This involves the identification, understanding, and effective involvement of individuals, groups, or organisations that have a vested interest or are impacted by a project,

development decision, or municipal performance. By prioritising these key elements, municipalities and communities can enhance stakeholder engagement and manage the diverse interests and expectations of stakeholders. This leads to more sustainable and successful outcomes for the greater good of the community.

- **Leadership and Management Development for Collaboration:** This element aims to enhance the skills, capabilities, and effectiveness of individuals in leadership and managerial roles within communities and municipalities. By incorporating these key elements, organisations can design comprehensive programmes that empower individuals to enhance their attitudes and capabilities to drive organisational success. These programs foster a culture of continuous learning and improvement in the lives of communities.
- **Relationship Building:** Building relationships is crucial for enhancing collaboration among individuals, teams, departments, and organisations. It reestablishes trust, enables effective communication, facilitates collaboration, helps resolve conflicts, aligns goals, fosters knowledge sharing, leverages diverse perspectives, and contributes to a collaborative culture. Municipalities and communities that prioritise relationship building are more likely to experience improved collaboration and achieve their desired outcomes.
- **Formal Civic and Municipal Collaboration Structures:** Structured engagement is essential for achieving better outcomes in collaborative efforts. By formalising collaboration structures, clarity, accountability, effective coordination, resource management, risk mitigation, scalability, stakeholder engagement, and opportunities for evaluation and improvement are brought into play. These structures help municipalities and individuals navigate collaborative efforts more efficiently, increasing the likelihood of achieving better outcomes for the community.

#### **ELEMENT 4: STAKEHOLDER MOBILISATION FOR CHANGE**

**This element promotes and enables structured, meaningful, authentic, and inclusive stakeholder engagement using Radical Collaboration Principles.**

- **Adopting, Practicing, and Implementing Collaboration Principles:** Formalising collaboration brings clarity, accountability, effective coordination, resource management, risk mitigation, scalability, stakeholder

engagement, and opportunities for evaluation and improvement.

By establishing these deliberate structures, individuals can navigate collaborative behaviour more efficiently, increasing the likelihood of achieving better outcomes for communities. Collaboration plays a significant role in the creative ideation, prioritisation, and implementation of ideas by accommodating diverse perspectives. Enhancing creativity and innovation, improving idea selection and prioritisation, increasing ownership and commitment, facilitating problem-solving and risk mitigation, optimising resource utilisation, fostering feedback, continuous improvement, and enhancing team dynamics. These benefits contribute to more effective and successful creative processes.

#### **FIVE KEY PRINCIPLES OF COLLABORATION:**

1. **Collaborative Intention:** Stay non-defensive and commit to mutual success in relationships.
2. **Openness:** Create a climate of honesty and openness that allows people to feel safe enough to discuss difficult issues and voice opinions.
3. **Self-Accountability:** Take responsibility for the consequences of your actions, both intended and unintended.
4. **Awareness of Self and Others:** Know yourself and others well enough to explore difficult interpersonal issues to solve problems.
5. **Problem-Solving and Negotiation:** Negotiate your way through inevitable conflicts in a way that builds relationships rather than undermining them.

In conclusion, to successfully implement the Collaboration Model and achieve the desired outcomes it is crucial to have a local champion both within the municipality and the community. These champions embrace the shift from being ego-centric to eco-system-centric and act for the greater good of the community.

The intended consequence of this inclusive governance model is improved levels of accountability for both the municipality and the community, improved ideation of solutions, pooling of resources, prioritisation of key local issues and most importantly community-centric development.

As communities, we must start playing our role in determining our future communities or suffer the consequences of apathy. Be part of the solution and be an active collaborative citizen.

# THE QUEST FOR SUSTAINABLE FUTURES

*In the face of rapid technological advancement and the need for sustainable development, the education sector and industry leaders are confronted with the challenge of preparing future generations for a changing world.*

*By Prof Kathija Yassim, Lecturer: Department of Education Leadership and Management, University of Johannesburg*

“**T**he Needs of the Present Cannot Afford to be At the Expense of Future Generations”, is how Professor Saurabh Sinha succinctly defined the predicament facing educators and industry leaders, persisting since the advent of the First Industrial Revolution (1IR) almost 300 years ago.

In his opening address to the 2<sup>nd</sup> Leadership Conference in September 2022, he cautioned that South Africa is under pressure to meet a 2030 looming deadline, which means we now have less than 7 years to deliver against SDG (Sustainable Development Goals) and be up to speed implementing and adopting 4IR in education.

While simultaneously recovering losses imposed by the pandemic, alleviating inequality, which remains fundamental to future planning, must prioritise the wellbeing of both human society and the environment.

## THE CHANGING LANDSCAPE OF WORK

If you were asked to picture someone who survived being born into a world without Uber, Airbnb, Instagram, Twitter or even Facebook, you would be forgiven for conjuring an image of your grandmother, or a parent who still struggles to operate a TV remote. But the startling truth is that it would in fact, include any one of



### THE STATE OF AFRICA

- According to Honest Accounts (2017), Africa is rich – in mineral wealth and biodiversity. Its people should thrive, and its economies prosper, yet many people living in Africa remain trapped in poverty, while much of the continent's wealth is being extracted by those outside it.
- Africa is the world's second-largest and second-most-populous continent, after Asia.
- It is home to more than 1.4 billion people (18%) of the world's human population.
- The population is the youngest among all the continents.
- According to the World Inequality Report (2022), sub-Saharan is the most unequal region in the world after Middle East. Gender inequality is the main challenge for the continent.

### CENTERING HIGHER EDUCATION IN THE ATTAINMENT OF A SUSTAINABLE AND INCLUSIVE GROWTH IN AFRICA

- Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a **progressive, healthy society**. Learning benefits every human being and should be available to all (UN, 2023).
- The three pillars of higher education are teaching and learning, research and innovation and community service.

### STAFF TRANSFORMATION: DIVERSITY, EQUITY, INCLUSION AND BELONGING

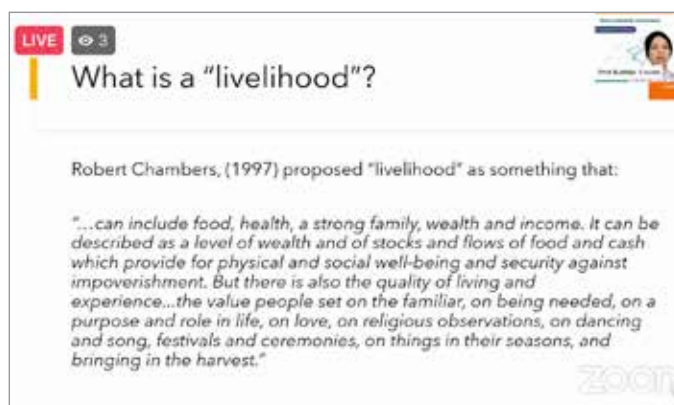
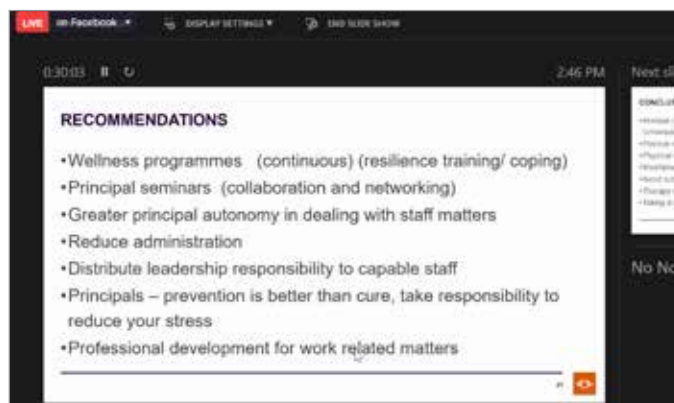
**Inclusion** is what an organization does – the actions it takes – to ensure that its employees, including those with historically excluded identities, are welcomed, psychologically safe, supported, valued, and have a voice in the organization.

**Belonging** is being able to bring your authentic self to work, make meaningful contributions and connections, and own all of your identities without fear or risk of negative consequences. Organizational belonging offers a feeling of security, support, and acceptance.

**Equity** is an approach that ensures everyone has access and opportunity to reach their full potential. Equity recognizes the advantages and barriers exist, and that, as a result, we don't all start from the same place. Equity is a process that begins by acknowledging the unequal starting place and making a commitment to correct and address the imbalance.

**Diversity** is the spectrum of differences. In the workplace, diversity can refer to a range of identities such as – but not limited to – race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religion, body size, parental status, veteran status, education, values and beliefs, and/or other social identities.

Brightness Mangoloth's presentation, p4, p6 and p13.



Prof Yassim facilitating the 2<sup>nd</sup> Leadership Conference.

your peers or siblings who are now approximately only 20 years old, because none of these were around less than 20 years ago. A sobering realisation, as iterated by Dr Beate Stiehler-Mulder in the webinar titled *“A Sustainable Future for African Education”*. The dilemma faced by millennials or those approaching their twenties, is to decide which career paths to pursue in the contemporary world of work. In an era where career choices available to their parents’ generation have in many cases dissolved into obsolescence, new opportunities are emerging from the rapid evolution of technology.

Bearing obtuse titles which would never have been on anyone’s radar at the turn of the century, a plethora of new options have been birthed and continue to breed rapidly. Consequently, our current generation of educators faces pressure to shift their vision. The curricula accordingly need to be adapted and augmented to service the growing need for entrepreneurial, tech-savvy interns and school leavers, to match the demand for constantly evolving new skills.

### AFRICA’S JOURNEY TOWARDS SUSTAINABLE EDUCATION

Building upon the discussions initiated at the 2<sup>nd</sup> Leadership Conference, Kagiso Trust and the University of Johannesburg (UJ) hosted a follow-up webinar in

celebration of Africa Day 2023. The webinar provided a platform for participants to identify and acknowledge obstacles to progress and to commit to corrective actions required to accelerate both South Africa and the rest of the continent’s education principles keeping pace with the rapid advancement of technology in the 21<sup>st</sup> Century and the 4IR (4th Industrial Revolution), continuing the theme from the Leadership Conference.

The three items on the agenda were: Education for Sustainable Futures; Education and Entrepreneurship in the World of Work; and Leading Education for Sustainability and Inclusive Growth. Appropriately, the guest speakers and facilitator were female, who were able to share their lived experiences and insights required to address one of the priorities in need of attention namely, the inclusion and advancement of women in education and in the world of work.

### AFRICA, IT’S TIME TO TAKE STOCK – IF WE HAVE ALL THE WEALTH, WHY ARE WE STILL POOR?

In his welcoming address UJ Professor Chinaza Uleanya invited delegates to debate and interrogate whether the African Union had achieved its objectives since 2002. Evidently little progress or improvement has been achieved

on the continent since its inception as the OAU 60 years ago, as much of Africa still lags behind the rest of the world in terms of both economic and human development. Despite possessing the bulk of the world's natural resources, including vast reserves of much in-demand mineral deposits required for the technology driving 4IR and the physical labour required for its extraction, the population of Africa appears to derive negligible benefit, opportunity or reward.

Furthermore, Prof Uleanya proposed that before meaningful progress can be achieved, the representation of women in higher positions of education needs to be addressed and accelerated, in conjunction with making opportunities available to previously disadvantaged and rural communities.

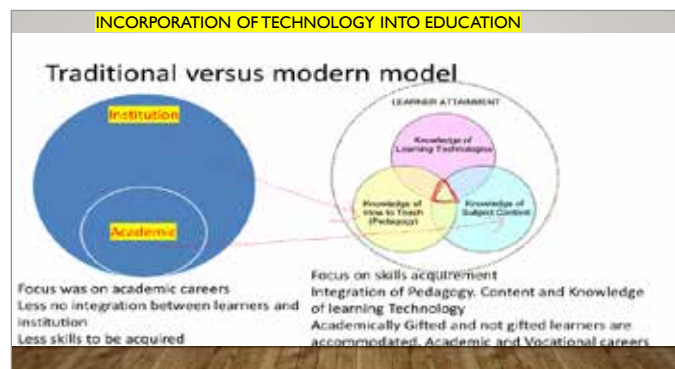
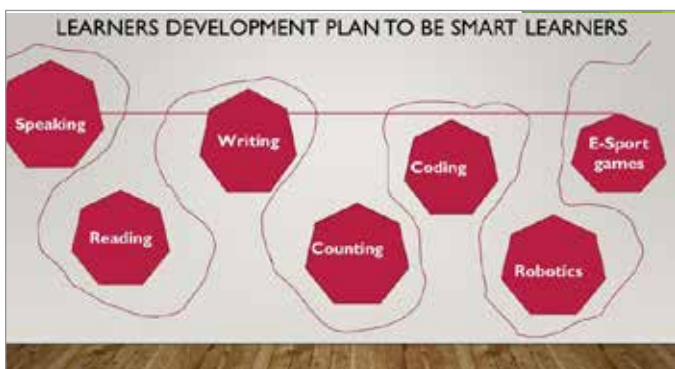
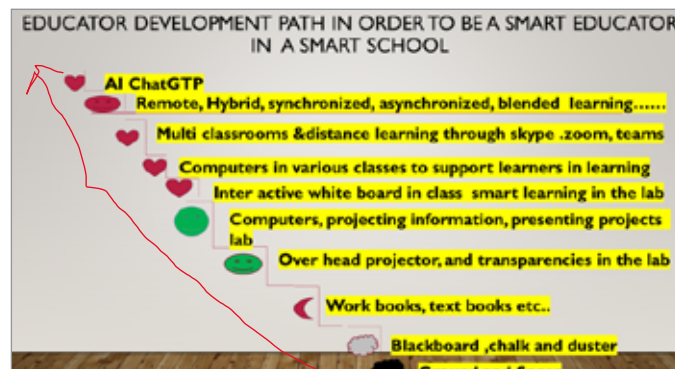
*“Education is about Good Governance and Human Rights”* was the opening statement by Brightness Mangalothi, whose presentation directly addressed the concerns expressed by Professor Uleanya. Her intention was to raise questions about how much practical effort and energy was being devoted to achieving the AU's stated objectives and aspirations for the continent. As a director at HERS-SA (Higher Education Resource Services South Africa), which serves to produce the skilled labour needed to transform the continent in line with the UN's 17 Sustainable Goals (SDGs), the focus is on people-centred development to correct and reduce poverty and inequality. Mangalothi drew attention to the reality that

high levels of gender-based violence (GBV) are hampering efforts to achieve the transformation required. “We need to be a united Africa, which we currently are not, with the high number of gender-based violence cases we experience... we are (effectively) in a state of war.”

Self-Reflection: “We need to do an inside job before we can do an outside job.” She went on to propose that “We need to leverage all the African people that we have; before we can tap into other nations; before we can revitalise our economy and our society”. “According to the UN... education liberates the intellect, unlocks the imagination and is fundamental for self-reflection.” Mangalothi highlighted that self-reflection is fundamental to being able to engage and respect the differences in others, and how social cohesion is a vital element and key to prosperity, which Africa is yet to unlock and access. Judging by the interactions in developed societies and nations which she experienced and observed in her travels abroad, Mangalothi believes that the same levels of prosperity and self-respect are accessible and possible for South Africa and the rest of the continent, if education could be upscaled to equal the standards and dignity afforded to developed nations.

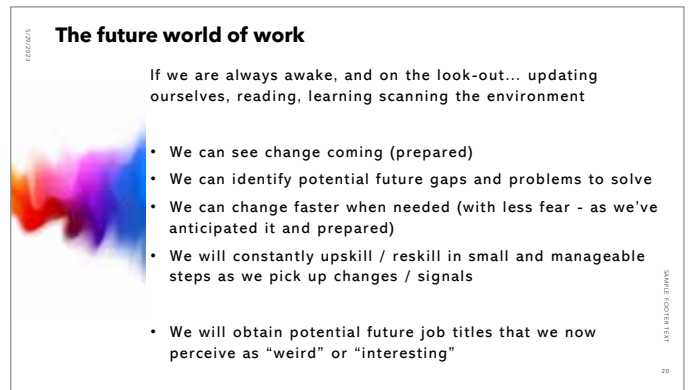
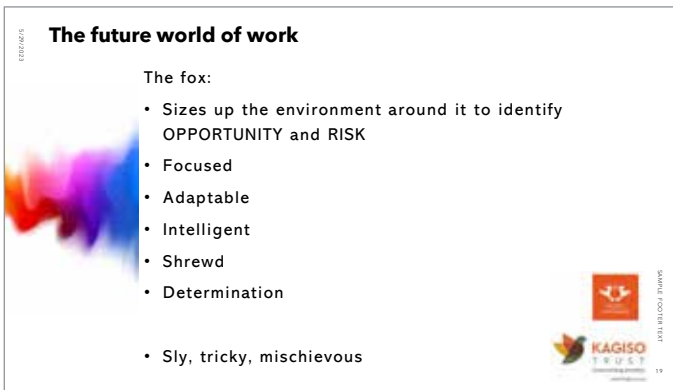
### PREPARING FOR THE FUTURE OF WORK

Dr Beate Stiehler-Mulder, UJ's senior lecturer in digital and strategic marketing, detailed the impact of modern technology on our working environment and future



Phuti Ragophala's presentation: p7, p9 and p11.





DR. Beate Stiehler-Mulder presenting *The World Future of Work*. Slides 5, 19 and 20.

employment prospects. Some of the job titles which didn't exist 20 years ago now include: social media manager; data manager; podcast producer; Uber driver; mobile app developer and cloud architect.

These new job opportunities could allay some of the growing fears about many of our current jobs being replaced by AI. To prepare for these changes – and be on schedule in 7 years' time, currently on our radar the future skills likely to be in demand are software developer, blockchain jobs, virtual reality jobs, cyber security, data protection and data brokers, gene and genome medicine technicians, smart-home design manager and trash engineer, amongst others. These careers all fall under the skills umbrella of future problem-solving and finding solutions which, in effect is no different to what we've been doing all along. But it will be against a change of background. So, in summary, what is needed is a change of mindset rather than a change of career.

Referencing a PWC study which identified future potential scenarios shaping 2030, four possibilities were predicted. Defined as Red: innovation-driven and high risk – *"today's winning business could be tomorrow's court case"*; Blue: size and influence driven – individual preferences take precedence over social responsibility. Green: corporate responsibility imperative, strong social consequence,

environmentally responsible, trust-driven; Yellow: Human-driven values, where relevant and ethical brands prosper. Although it's not feasible to categorically predict which of these scenarios will prevail, Stiehler-Mulder stressed the importance of upskilling and constant education as well as self-education to be able to maintain and future-proof one's career relevance.

### EDUCATION HOLDS THE KEY TO SUSTAINING THE FUTURE

*"I owe everything I have to Education"*. Phuti Ragophala, associate at UJ is a living example of the power of continuing education. A recipient of the Order of the Baobab bestowed by South Africa's presidency, Ragophala started school in 1965 in a dilapidated rural farmer's house. Her first writing implement was her finger in the sand before eventually progressing to a ballpoint pen and years later, a laptop computer which evolved from keyboard to voice-command. Ma Phuti has since gone on to be a champion for modern technology and the system of Long Life Learning. She emphasised that education should adopt modern technologies to equip students with the multiple skills required to improve their chances of employment or alternatively enable them to venture into entrepreneurship. To demonstrate her point, Ma Phuti

compared traditional education modalities with a modern model proposed for adoption. Whereas the traditional model is autocratic and focused on institutions providing academic learning and academic careers, the modern model highlights learner attainment, which includes the acquisition of skills through vocational education.

“Children also learn  
from other children.”

– Yoliswa Mahobe, *Permaculture  
training coordinator*

This modality incorporates adapting available resources and technology in learning, along with E3 education – embracing the principles of education, entrepreneurship, and employability. As a product of early rural education, she has gone on to be a role model for learners and educators alike. Still playing an active role in modern day education Ragophala, also known as Techno Granny, is a fervent advocate of collaboration and teamwork in education, believing that applying this enlightened approach is crucial to sustaining education’s viability across all socio-economic strata.

## **EMPOWERING LEARNERS TO BE OUR ALLIES AND PARTNERS IN EDUCATION**

Another model illustrated in the 2<sup>nd</sup> Leadership Conference revealed best-practice commonalities in the approach adopted by educators, with collaboration, knowledge sharing, partnering and experiential learning to encourage ingenuity taking centre stage. Full time 360-degree support from the school, embracing the surrounding community and learners’ families is actively encouraged. A shift away from extreme control, in favour of encouraging play, exploration and engaging in dialogue with their educators is bearing fruit. Improving school attendance and imparting skills and practical knowledge beyond the classroom were identified as key objectives, to ensure higher levels of employability amongst school leavers from all socio-economic backgrounds, including those in rural environments.

Taking children into the garden where they learn the process and value of nature in action, plays a vital role in integrating the lessons taught in the classroom. Demonstrating the fundamentals of changing seasons, as well as unlocking the cycles of birth, life, death, and

regeneration enables them to apply the principles in many spheres of their learning cycle.

The added benefit is that they learn to grow and produce their own food, which in turn sustains their greater communities and improves general health and wellbeing. In addition, the learners’ parents are embraced and encouraged to participate and become part of the school community.

This has delivered favourable results in a group of vulnerable, troubled students – individuals who carry the burden of intergenerational trauma, whose parents in many instances still work on farms on which the trauma had historically originated. In another rural community it was observed how school communities benefitted from being taught how to create mandala gardens.

They managed to provide food not only for themselves but were also able to sell the surplus produce and create a source of cash. Seeing their surroundings transformed provided the inspiration which they applied in their own gardens at home. Whereas in the past, working in a garden was viewed as a product of colonisation and hard labour, communities were now provided with a reason to shift their thinking. The garden now provides the means for a labour of love and a means of self-empowerment. Some notable insights regarding the benefits of non-autocratic education styles were shared:

*“Children also learn from other children.”* – Yoliswa Mahobe, Permaculture training coordinator.

*“Lessen the damage by coming together and holding ourselves, government and businesses accountable, ensuring that we do the right thing to restore balance.”* – Dr Jess Schulschenk, Lecturer and co-director of the Sustainability Institute.

*“Bright futures start with quality, relevant education and support.” “It’s an environment that evokes self-led development and inspires a love for learning.” “If you don’t understand the community and you come in with your own ideas, it’s going to be a hard challenge.”* – Jessica Eley, Community School coordinator.

*“If we empower our learners with skills and knowledge, they will be able to employ themselves.”* – Mukateko Sithole, Senior education specialist for natural sciences and technology.

## **THROWING MONEY AT THE PROBLEM IS NOT ALWAYS THE MOST SUSTAINABLE SOLUTION**

Educator Andile Mncwango provided results of the engagement with Partners for Possibility (PFP) which had delivered long term sustainable benefits beyond that which money alone could have provided. Transferring



The 2<sup>nd</sup> Leadership Conference.

skills and expertise, while working as a team with school principals and farmers from the surrounding community who volunteered their services, had transformed a previously barren rural environment into a productive source of food and revenue, and became a justifiable source of pride and enthusiastic optimism.

### WHERE CAN LEADERS GO FOR SUPPORT IN TOUGH TIMES?

Extreme stress on many levels experienced by school principals, was evidenced in a research study conducted by Dr Suraiya Naicker, senior lecturer at UJ. Whilst acknowledging that some of the factors, e.g. crumbling infrastructure, inconsistent power supply and budget limitations may fall outside their locus of control, accessible antidotes could be facilitated by sharing knowledge, best practice and experience within their circle of peers, in addition to partnering with mentors in the field of leadership, and not least by giving priority to taking good care of their own health by adopting a balanced lifestyle.

### HARNESSING ENTREPRENEURSHIP AND INNOVATION

Dr Ademola Rufus Omotosho, research fellow at UJ stated that school leavers would need to be innovative, creative, instinctive and collaborative to become dynamic

participants in the digital age. It is incumbent on educators to assist young learners to be able to adapt and change in synch with the digital age. He went on to clarify that enabling learners to acquire business skills does not equate to instilling entrepreneurial ability, which is a priority item on the educational agenda of almost every country globally.

### EDUCATION NEEDS TO BE CONTINUOUS – CHANGE YOUR MINDSET TO CHANGE YOUR WORLD

In closing, Mandisa Tselane, Communications and Marketing Head at Kagiso Trust, reiterated the importance of continuous education to make the changes needed to create the Africa we want. This includes a willingness to adapt to a new mindset that embraces change and fosters a problem-solving approach, in which platforms such as the 2<sup>nd</sup> Leadership Conference and Education Conversations play a vital role in driving conversations that culminate in identifying possible solutions, such as those discussed for 'Sustainable futures in Education'. By engaging industry professionals, promoting collaboration, and fostering cross-learning through ongoing dialogue and collective action, we can shape a future where education equips learners with the skills, knowledge, and values needed to thrive in a sustainable and interconnected world.

# OUR FOOTPRINT

## Limpopo

### KST:

- 60 Anglo American Schools Project

### PMO:

- University of Limpopo Research partnership

### BNSDP:

- 243 schools in Sekhukhune East

### SED:

- Spar Mopani Rural Hub Initiative

## North West

### PMO:

- North West University Research Partnership

### SED:

- BPI Funding

## Northern Cape

### KST:

- 25 Anglo American Schools Project

## Free State

### BNSDP:

- 166 schools in Thabo Mofantsanyaya

### KST:

- 323 schools in Motheo & Fezile Dabi

### EMSP:

- 51 Students, including 2018 intake of 15 students

### PMO:

- UFS Research partnership

## Western Cape

### PMO:

- Stellenbosch and Western Cape Universities Research partnerships

## Eastern Cape

### KTC:

- CoGTA

### Local Government Support Programme:

- Makana Municipality

### SED:

- Groendal Workers Trust

## Gauteng

### Leadership Conference

- Faculty of Education, UJ
- National Education Collaboration Trust (NECT)

### Kagiso Trust Consulting:

- CoGTA

### PMO:

- Thabo Mbeki Foundation
- Human Science Research Council
- South African Human Rights Commission
- Africa Beyond 4IR
- Council of Scientific and Industrial Research

### SED:

- PROPreneurX

## Mpumalanga

### KST:

- 25 Anglo American Schools Project

## KwaZulu-Natal

### Beyers Naude Memorial Lecture:

- University of Zululand

### SED:

- Funding through – For Farmers East for yellow maize crops and Sebenzangamandla Pty (Ltd)

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