CONFERENCE REPORT

"Social Justice and Education for the 21st Century:

Towards a Decade of Equalising Opportunities and Optimising

Social Justice Outcomes in and through Education"

Law Trust Chair in Social Justice, Faculty of Law, Stellenbosch

University

3 June 2021, Held Online

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BACKGROUND & CONFERENCE PROCEEDINGS

I   Purpose

The Law Trust Chair in Social Justice hosted the conference entitled "Social Justice and Education for the 21st Century: Towards a Decade of Equalising Opportunities and Optimising Social Justice Outcomes in and through Education". The event was held virtually on 3 June 2020 due to the COVID-19 pandemic. The conference specifically looked at social justice and education for the 21st Century, and Professor Thuli Madonsela welcomed delegates as Social Justice Chair and M-Plan Convenor. The conference was essential in the context of COVID-19, which had instigated an opportunity to reset education systems.

The broad objective of this conference was to show how education itself is a solution for equalising opportunities and for optimising social justice outcomes while at the same time acknowledging that education, too, needed to be solved to achieve equality within the field. The conference inspired learning together about the latest social justice developments, including a common understanding of social justice and its meaning within the context of education. This was also an opportunity to think through how education could move the needle on social justice and equality within education.

The conference was attended by education experts, who write and lead in the field, industry professionals, and some in the government and policy space. The conference formed part of a suite of activities and projects led by the Chair, aimed at mobilising the nation and the global community around a Musa Plan for Social Justice (M-Plan). The M-Plan was a Marshall Plan-like initiative and Integrated Programme of Action for accelerated social justice advancement, which aims to end poverty and break structural inequality by 2030 in pursuit of the Sustainable Development Goals (SDGs) and National Development Plan (NDP) objectives.

II   Objectives

The conference faced a pressing question: What has been achieved regarding remedial action to address colonial, apartheid, patriarchal, heteronormative, and other legacies of

previously legalised social injustices in education? Social justice is about the equal enjoyment of all rights and freedoms regardless of human diversity reflected in the fair and just distribution of all opportunities, benefits, privileges, and burdens in a society or group. With this conference, the Law Trust Chair in Social Justice aimed to inform (about social justice and its implication for the area), transform (thinking), and inspire (to achieve social justice).

The conference focused on three dimensions. The first was on transforming education to achieve equality and social justice within education. The second focus was on the transformative potency of education in other areas of life, intending to equalise opportunities and outcomes. The third focus was on education as an enabler for South Africa to achieve equality with the rest of the world.

III   Conference proceedings

The conference began with welcome remarks before proceeding to the keynote speech on building an education renaissance. Three plenaries were held with question-and-answer sessions, followed by concluding remarks and a vote of thanks.

The day's discussions all circled back to emphasise the unique opportunity to use the COVID-19 'reset moment' to invest in education and social justice. The broad objective was achieved — to show how education itself is a solution for equalising opportunities and optimising social justice outcomes whilst acknowledging that education also needed to be solved to achieve equality within education.

Overall, the presentations on the three dimensions of education and social justice mentioned recommendations related to each dimension of education. The first was transforming education to achieve equality and social justice within education. For example, plenary discussions and recommendations related to:

- Transforming education through narrowing the gap between policy and implementation, by Prof Jonathan Jansen.
- Leveraging copyright law for access to, and protection of, quality educational material, by Dr Chijioke Okorie.

- The topics of equality, inclusion, and social justice in education as the price for peace, by Prof Thuli Madonsela.
- Technological responses such as The Marking App, by Mr Kabelo Mahlobogwane.
- Sustainable Funding of after-school programmes (ASPs), by Ms Joy Olivier and Sibongile Khumalo.
- Incorporating translingualism in South African higher education institutions to resuscitate indigenous languages, by Mr Letsela Motaung.
- Incorporating gender-based violence education beyond 'sex education' as part of transformative education in South Africa, by Ms Sarah Sydenham.

The second discussion focus emerging from the conference was the transformative potency of education in other areas of life, intending to equalise opportunities and outcomes. This was seen in discussions and recommendations regarding:
- Mathematics as African and accessible, by Prof Neil Turok.
- Mathematics as a complexity to be craved among African Youth, by Prof Richard Calland.
- Education that transforms, through the case study of the Ubuntu Learning Programme, by Dr Mary Nel.

The third key discussion point was about education as a means to achieve equality with the rest of the world. Notably, this was seen in discussions and recommendations around:
- The keynote speaker, Prof Reimers, on the global education renaissance. The global opportunity to rebuild from the COVID-19 'reset moment'. This meant mitigating the learning loss through education leadership and online learning for future education.
- The legacy and extent of inequality in South Africa, by Dr Neva Makgetla.
- Education activism for equal education, by Ms Roné McFarlane and Ms Rubeena Parker.

- The exponential impact of investing in early childhood development (ECD) for uplifting the prospect of equality in South Africa and the world, by Ms Jasmine Jacob and Mr André Shearer.
- Digital empowerment and digital inclusion to bridge the divide, instead of perpetuating the gap that persisted, by Prof Josef Noll and Mr Khulekile Msimanga.
- Social justice education as a key means to achieve social justice, by Dr Lloyd Chigowe.

IV   Agreed process forward

The conference began with theoretical and policy issues in transforming education for social justice. The discussion progressed into practical experiences in civil society, followed by pedagogical discussions. It was clear that it could not end there. Engagement needs to take place, the ideas presented need to be brought to the attention of policymakers, and solutions need to be implemented and generated by going beyond advocacy. Peace and prosperity will be brought about through the pursuit of education and social justice.

Participants were invited to join the Social Justice Chair in meaningfully engaging the Department of Justice on the Equality Act and how it could move the needle in South Africa.

Participants were also challenged to consider the current South African context as an opportunity to initiate a renaissance in education and beyond.

V   Country profile (at the time of meeting: Q2, 2021)

Population size: 60 041 994

Number of Provinces: 9

Number of Wards: 4932

GDP: R761 Billion

Gini Coefficient: 0.63

Years since apartheid: 27

Days since the first lockdown on 26.03.2020: 434

Youth Population: 20,7 million (Ages 15 – 34)

Youth Unemployment:

    Ages 15 – 24: 63,2%

    Ages 25 – 35yrs: 41,2%

Unemployment Rate: 42,6%

    Among men: 32,4%

    Among women: 36,8%

Among black African women: 41,0%

Among coloured women: 29,9%

Among Indian/Asian women: 22,4%

Among white women: 8,2%

Number of Schools: 25 000 +

Literacy rate: 87.05%

Attending quintile 5 schools: *

Among the white population: 84.08%

Among African population: 7.30%

*It is important to note, however, that approximately 90% of learners in South Africa were African. 681801 African learners were enrolled at quintile 5 schools as compared with 251 012 white learners (using NIDS weighted data). Thus, 57% of learners attending Quintile 5 schools are African and 21% are white.

It was reported that children attending quintile 1 schools have a 17-percentage point lower score on the SES-HCI metric (socioeconomic status human capital index) in comparison to those attending quintile 5 schools.

REFERENCES:

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INTRODUCTION TO CONFERENCE

Prof Thuli Madonsela – Law Trust Chair in Social Justice, Law Faculty Stellenbosch University and M-Plan Convenor

"It is a privilege and joy to join and engage in the question of education and social justice, specifically looking at education and social justice for the 21st Century – towards a decade for equalising opportunities and optimising social justice outcomes in, and through, education.

We hope our gathering this morning will inspire us to learn together about the latest developments in social justice, including a common understanding of social justice and its meaning within the context of education. This is also an opportunity to think through how education could move the needle on social justice and equality within education.

We particularly hope that among us are not just educators, but those in the policy space who are integrating the research from the academy into government, business, and international agencies –to use this opportunity presented by the COVID-19 pandemic to reset everything in society, including how we approach education.

I am excited that this morning we have a formidable set of intellectuals who are involved in the education space, who have written on the topic, and who will provide informed insight into what challenges we have in advancing social justice through education. Among our speakers this morning are Professor Nicola Smit (Dean of Law at Stellenbosch University), Professor Wim de Villiers (Vice-Chancellor at Stellenbosch University), and Professor Fernando Reimers (Keynote Speaker, Ford Foundation Professor at Harvard University and Director of the Global Education Innovation Programme). His major area of concern is preparing children and young people for the challenges of the 21st century, which includes preparing for the global citizenship of an equal society.

Let me share a few thoughts that will ground our discussion this morning. As indicated, we are dealing with social justice in the 21st century. One of the reasons for meeting is that we believe in the transformative potency of education. Nelson Mandela said: "Education is the most powerful weapon that can be used to change the world". Education has been used to transform the world in many ways – sometimes positively, sometimes negatively. Education has been used to transform thinking, creativity, and social relations. Considering South Africa, Mr Verwoerd understood the power of education. This is why, when the National Party came into power, one of the first changes was education, which was 'dumbed down' for black people through 'Bantu education'. The idea was to ensure that education fitted the society Verwoerd was trying to build.

Fortunately, education had been the instrument of positive social change in the rest of the world.

Johann Wolfgang van Goethe once said there are only two lasting bequests we can give to our children. One of these is roots – the other is wings. I have spoken about the transformative power of education in terms of shaping mindsets and unleashing creativity. If we look at Goethe's thoughts about education – he saw education as something that every child receives, as something that grounds them with the right roots in society, and something that gives them wings for independence.

> **NOTEWORTHY:**
> "We believe in the transformative potency of education"
> Professor Madonsela

I am here in front of you today as Professor of Law because I received an education, among other opportunities in life.

In the picture in front of you is Palesa Musa, whose education was curtailed by being arrested at the age of 12, on June 16, 1976. Because of this, her life was derailed. This could have happened to me – I was arrested much later when I already had roots and some wings. You can see, therefore, in this particular picture the impact of education or the lack thereof.

As we convene today to discuss 21st-century education, I would like us to think through, along with our speakers and panel discussions, whether 21st-century education is context- and future-fit. Often there is so much emphasis on future-fitting education. But what about now? What I have learned from the data – which we have at the Social Justice Chair the Thuma Foundation, and other contexts where I have been – is that our education was designed for the 19th century. This was when industrialisation took off, and we did not have to think much – they needed to do as they were told, like cogs in a machine. Coming to the 21st century, creativity and humans have to compete with machines. What machines cannot do, is be creative beyond the learning they are given. Would humans be able to supersede machines if they were trained to think like machines? It needs to be context-resonant and future-fit to unleash the transformative potency of education.

Previously in South Africa, education was meant to create a black community that would be perpetually proletariat. This was Verwoerd's dream. To what extent has education been rethought to ensure that it disrupts the extractive and hierarchical relationships? To what extent has the education system been rethought to stop enforcing gender inequality? The problem is not just the attitudes created by the past, but also the resources allocated to each community. Prof Reimers will speak about education in the context of the COVID-19 pandemic – the opportunities this presented and the challenges ahead if we do not rise to the occasion.

As we move forward and listen to our speakers, I urge you to consider a three S-Test for education in South Africa, Africa and the world. Is our education social-context concurrent? In other words, does it respond to the dictates of our century, including the Fourth Industrial Revolution (4IR)? Does our education respond to the constitution? If one considers the animal kingdom – each elephant is taught how to be an elephant, how to find food, how to fit into the community, and how to defend the community. There are no excess elephants. As with all social animals, one can apply this to unemployment, which

currently sits at 32% in South Africa. If the definition is expanded, the unemployment rate is higher than 40%. If the unemployment rate is disaggregated by race, the picture becomes scary. The last time I checked unemployment among the white community, the unemployment rate was 1% – this is better than in first-world countries. The question is, thus, as follows – is our education system preparing our people to be functional human beings, or is it preparing them to be dependent? Social animals are prepared to be interdependent and not dependent. Among some relatively less-developed communities, such as the San people – amazingly, everyone was trained to be socially fit, interdependent, and part of their community. Is our education system aligned with being human? *Umuntu, ngumuntu, ngabantu*.

The second question is whether our education is resonant with social justice. The South African position is very specific that the moonshot we are building is based on democratic values, fundamental human rights, and social justice. Is our education system taking us to the system where there is equal enjoyment of all human rights, reflected in just, fair, and equitable distribution of resources, benefits, and privileges within and between society?

The third S of the S-Test asks whether it has been sustainably achieved. In this regard, I ask that we look at the Sustainable Development Goals (SDGs), which comprise the blueprint for sustainability.

So, is our education aligned with this blueprint, with a sustainable democracy, the rule of law, and peace? It has emerged from the Social Justice Chair that we have to examine our transformation of education according to five strategic areas. Firstly, standardisation of learning environments – is this happening? The Indaba Foundation will share on this with their Early Childhood Development Centre (ECDC) approach. Secondly, to remove financial and space availability barriers to accessing education, Professor Jonathan Jansen will share what is really happening. Thirdly, level the 4IR playing field. Professor Neil Turok, Professor Noll, and Mr Khulekile

Msimang from the Thuma Foundation will speak about this. The fourth strategic area of transforming education is the transformation of culture and attitudes. Finally, the alignment of policy and legislation will also be the focus of my presentation.

So why should you and I care? The first reason concerns the burden of privilege. You have heard about the boy who was picking up starfish and throwing them back into the sea. Someone asked this boy what the point is, because he would not be able to throw back all the starfish by himself. The boy picked up another starfish and said that he had made a difference for this one.

You and I, and the people in this room, are making a difference for students through programmes such as #Action for Inclusion. We are educating relatives and strangers during COVID-19 and helping with food and various needs. But the burden of privilege becomes heavy when you feel like the boy throwing starfish back into the sea. It is like picking up water from the bottom of the waterfall and wanting to close the waterfall. This is how I personally feel – I feel fatigued

that, over the years, we have been trying to equalise opportunities, yet there is still so much poverty and inequality in South Africa. The Gini coefficient is 0.63. They think America is an unequal society at 0.4. Most societies that are relatively equalised are at about 0.2. *Ubuntu* is also important – inclusion is part of the growth strategy. Ancient societies understood that 'I am because you are'. If I invest in you, I am investing in my own sustainability, safety, and prosperity. This is capitalising on everyone's growth. The prevention of fragility is important, as democracies become fragile and peace is threatened. Adam Smith said that justice is the edifice of society. When justice fails, the fabric of society is torn.

All of this is part of the Social Justice M-Plan. We are using the COVID-19 'reset moment' to ignite more enthusiasm in the Social Justice M-Plan because it has allowed us to realise that our society is not ready for disruption because we have not capitalised on every one. We are struggling with a fragile economy because of the cracks we have. The Social Justice M-Plan has four key result

areas. One is social justice-conscious policies and laws; that is, social justice inter-conscious and systems-driven policy and legislation design through disaggregated data to predict the likely impact of laws and policies. In other words, we use disaggregated data to determine how any policy planned (including COVID-19) will impact groups in society (for example, older, disabled, black, white, urban, rich, poor, and so on forth). The second key result area is social accountability and social cohesion. This pertains to cultivating active citizenship for social accountability and social cohesion. Thirdly, resource mobilisation, which is an integrated society-level drive aimed at levelling opportunities in education and fostering self-empowerment and resilience in disadvantaged communities. Finally, attuned leadership and a capable state, which encourage collective leadership in all areas of society and contribute to a capable state.

Even though things might seem gloomy, there is a glimmer of hope. We have a 'reset opportunity'. COVID-19 is giving us the opportunity to reflect. A crisis is both a moment of opportunity and danger, so that failure can be a great teacher and cultivator of wisdom. The challenge of justice between groups is a 21st-century challenge, as is the need for context-aligned and agile education. It is heartening that wise leaders are awakening to these realities. Our own President is talking about the importance of overcoming inequality and poverty as part of the key challenges of our time. Many global leaders, including the current American President, have come to appreciate that social justice, together with global warming, is one of the pressing challenges of our time. In the education space, Nobel peace organisations are moving an agenda for reflecting on education and ensuring education is aligned with each society, its vision, and the needs of the 21st century. This also includes ensuring that we all become global citizens along with our children. As Professor Reimers had said – 'you cannot be a global citizen if you do not get a global passport'. A global passport comes from having the right roots and the right wings to enter the global space as an equal citizen, and as

a citizen that respects and embraces the humanity of other people."

The late Dr Beatrice Wiid - Founder and Board Chairman, The Interchange Foundation

As a past educator at Stellenbosch University for 36 years, Dr Wiid reflected on her work in extra-curricular education at Stellenbosch University since 1962. Her main interest was, and still is, to apply education principles to non-formal education activities. Through girls' camps, Dr Wiid and her colleague, Ms Isabel Nel, promoted equality and social justice values to diverse groups of girls. Equal numbers of children, who are English and Afrikaans speaking, attended these camps. During apartheid, they could only apply their education objectives through non-formal settings. The gaps between applying democratic values were evident. In 1986, the women lecturers conducted a research project to ensure and strengthen the universal moral values motto: 'together we become'. An equal number of Muslim, Indian, coloured, black, and white girls attended. Their social action values started with: 'act justly', followed by 'act

respectfully'. These values formed the foundation of the Interchange Foundation's morals. Camping took place in communities as a way to achieve social justice. This can play a very important and necessary role in the M-Plan today and in fulfilling the National Development Plan (NDP) objectives, which may contribute to changing our mindsets.

Prof Wim de Villiers - Rector and Vice-Chancellor, Stellenbosch University

Quoting Nelson Rolihlahla Mandela,

NOTEWORTHY:

"A good head and a good heart are always a formidable combination, but when you add to that a literate tongue or pen you have something very special. It is our responsibility to teach good heads and hearts how to wield a pen"

Nelson Rolihlahla Mandela

Professor Wim de Villiers welcomed delegates to this informative, insightful, and important conference. The conference is an initiative of Professor

Thuli Madonsela, the Law Trust Chair in Social Justice at Stellenbosch University, and flows from the Chair's mission to promote scholarship, consciousness, and collaboration in this field – to accelerate social justice reform in academia and in society. Professor de Villiers confirmed Stellenbosch University's responsibility "to teach good heads and hearts how to wield a pen", committing to education that was responsive to the pressing challenges of the contemporary social context. When it comes to transforming education, Stellenbosch University has made leaps and bounds, not only where social justice is concerned, but also striving to be leaders in the fields of data science, technology, agriculture, and service to the African continent. Stellenbosch University's new school for Climate Studies is one example of the institution's commitment to responding to the day's challenges. Another is the AUDA-NEPAD centre for Science, Technology and Innovation. However,

the work is never done. The institution's core themes are networked and collaborative teaching and learning. Partnerships in the public and private sectors are valued and will continue. In addition, Stellenbosch University will continue to encourage opportunities for collaboration, and welcome efforts to leverage education to reduce poverty and advance equality in pursuit of justice and sustainable development.

In conclusion, Professor de Villiers reaffirmed the potency of social justice to change lives - to advance peaceful and harmonious co-existence in a world where human diversity is a reality that need not be a source of polarisation. It is urgent to close the gaps on inequality and make poverty a thing of the past. Conferences such as these are necessary to give power to the ideas that drive the fight against inequality, by moving forward together.

KEYNOTE SPEAKER: FERNANDO M REIMERS

Fernando M. Reimers is the Ford Foundation Professor of the Practice of International Education and Director of the Global Education Innovation Initiative and of the International Education Policy Masters Programme at Harvard University. An expert in the field of Global Education, his research and teaching focus on understanding how to educate children and youth so they can thrive in the 21st century. He is a member of UNESCO's high-level commission on the Futures of Education.

He has written or edited 40 books, of which the most recent include:
- *An Educational Calamity: Learning and teaching during the COVID-19 pandemic*
- *Leading Education Through COVID-19, Education and Climate Change: the Role of Universities, Implementing Deeper Learning*
- *21st Century Reforms: Building an education Renaissance after a Global Pandemic, Educating Students to Improve the World, Audacious Education Purposes*
- *How governments transform the goals of education systems, Empowering teachers to build a better world.*
- *How six nations support teachers for 21st century education.*

He recently completed a large comparative study of how 20 universities around the world have partnered with elementary and secondary schools to sustain educational opportunities during the Pandemic and conducted a study of the impact of COVID-19 in 13 countries.

With his graduate students, he developed three curriculum resources aligned with the UN Sustainable Development Goals, which were translated into multiple languages and widely used by schools and school systems around the world:
- *Empowering Global Citizens*
- *Empowering Students to Improve the World in Sixty Lessons*
- *Learning to Collaborate for the Global Common Good.*

More information about his work is available at https://fernando-reimers.gse.harvard.edu/

KEYNOTE ADDRESS: GLOBAL EDUCATION AND BUILDING AN EDUCATION RENAISSANCE DURING THE PANDEMIC

COVID-19 had the potential to wipe out decades of progress. It was clear from research that no one learns very much when they are in fear. Despite the learning losses, however, progress could be made to rebuild better through different approaches. These approaches were ultimately grouped together and coined as 'an education renaissance.' The opportunity to face the devastation caused by COVID-19 was to transform education systems in ways that were aligned with 11 education dividends and continue to build on the silver linings of the pandemic. COVID-19 presented risks to educational opportunities in the world. The response to the learning loss is to build back better by embracing Sustainable Development Goals as the driver of reform.

1 Context: COVID-19

It could be confidently concluded that at least until 2022, the world would be coping with the effects of the COVID-19 pandemic directly or indirectly. On March 11, 2020, the World Health Organisation declared COVID-19 a pandemic. Since then, there were three key challenges involved in containing the pandemic:

1) Produce and distribute enough vaccines for at least 70% to 80% of the global population. (At the time, the distribution of vaccines had already been purchased by the 10 wealthiest countries in the world).
2) Gain consent (people agreeing to be vaccinated) at 70% - 80% of the global population.
3) No new strands develop that are immune to the vaccine.

2 Educational impact of COVID-19

Most education authorities had no strategies in place and anticipated a tremendous increase in educational inequality. A proposed protocol was put forward to develop a national, provincial, local, and institution-level strategy.

Transferring the site of education from the school to the home had augmented the way in which the home advantaged and disadvantaged educational opportunity. The pandemic has also made it much harder to compensate for the social differences when education did not occur in the school, but rather in the home. The COVID-19 pandemic was the largest experiment in online learning on a global scale. It showed how good in-person school was at mitigating some of the differences to level the field.

Literature by Professor Reimers indicated the impacts of COVID-19 on education: austerity, health impact of life loss, interruption of schools, and the multiplier effect on pre-existing challenges such as inclusion, social violence, democratic governance, climate. At the end of August 2021, two additional books by Prof Reimers and colleagues would be published by Springer, which he described as their most important work on the topic to date. These books were about educational opportunity and education systems. These titles would be added to other works already published by Prof Reimers and colleagues, including *Leading Education through COVID-19, An educational calamity, a Framework to Guide an Education Response to the COVID-19 Pandemic of 2020*, *Schooling Disrupted, Schooling rethought*. The main conclusion from the research conducted under *A Framework to Guide an Education Response to the COVID-19 Pandemic of 2020* was that most education authorities had no strategies in place and anticipated a tremendous increase in educational inequality. A proposed protocol was put forward to develop a national-, provincial-, local- and institution-level (school) strategy. To date, they have produced approximately 100 short case studies that captured the alternative education efforts and spread the knowledge for this. One of the results from these case studies was the realisation that education leadership was critical to educational opportunities.

3   Towards an Education Renaissance: A broader policy of education leadership

Professor Reimers introduced the Education Renaissance concept, calling participants to consider 'building back better' instead of focusing on the learning losses of the COVID-19 Pandemic.

This was with the purpose of being helpful – creating a better understanding of the educational effects of the pandemic based on the analysis of evidence. Prof Reimers had examined a range of options to mitigate the learning loss and to advise governments and presented these. This included: recognising the 7 Dividends of the COVID-19 Pandemic, 11 Ideas of Future Education, a 13 Step Protocol for Opening Schools, and 5 Perspectives on transforming education systems.

4 Education Leadership Frameworks: 7 Dividends, 11 ideas, 13-step Protocol, 5 perspectives

4 1 Seven dividends of the COVID-19 Pandemic

There were about 30,000 institutions of higher education around the world. Collectively, these institutions had much greater capacity with all the international development organisations than all of the Ministries of Education together. COVID-19 was an economic, humanitarian, security and human rights crisis that had affected everyone, though the more vulnerable were disproportionately impacted. Coming out of the COVID-19 crisis required the whole of society, the whole of government, and a whole world approach, driven by compassion and solidarity. University communities had a very special role to play in exercising leadership to advance this whole-of-government, whole-of-the-world approach directed by compassion and solidarity.

This context was compared with 14th-century Italy. At this time, after a devastating pandemic wiped out a third of Italy's population, a decade later in the small City of Florence, the rulers of the city decided to do something quite extraordinary in response to the devastation that the city was experiencing. They decided to invest in the arts and the sciences. And so, that is how individuals like Leonardo Davinci, Raphael, Michelangelo, and Niccolò Machiavelli converged in that small city. Out of that convergence and that investment in creativity came an extraordinary return to humanism and, eventually, the Italian Renaissance.

There needed to be a similar renaissance in education in the tragic moment of educational loss during COVID-19. We need to figure out a way to create a context that will bring about such an educational renaissance. One of the ways to do this is to first recognise the dividends from the pandemic (despite the loss and calamity it represented):

4 1 1 Greater emphasis on educating the whole child (socio-emotional development)

The pandemic made it transparent that no one learns very much when they are in fear. Children's emotional and social development was just as important as their cognitive development. We now understand with greater clarity that we can only educate students as whole human beings. This is a very important realisation and dividend of this pandemic.

4 1 2 Greater appreciation of science and technology

This pandemic augmented our appreciation for the power of science and technology. Vaccines gave some hope of eventually containing this pandemic. Vaccines were developed over a relatively short period of time because of the remarkable scientific infrastructure that had made that possible. And so, looking forward, it was hoped that schools would prioritise the development of understanding in the sciences, as it would equip students to function in a world in which scientific knowledge and understanding is fundamental to thrive.

4 1 3 Greater appreciation and use of technology

There would be more recognition of the enormous digital inequalities, which made it impossible for people to participate civically and economically in the 21st century. The bare inequities in sheer access to the internet and in the capacity to use it have been seen clearly. Going forward, an education renaissance meant doing everything not to replace the in-person school with the online school but to blend the use of digital means with in-person education to ensure the development of digital literacy.

4 1 4   Greater communication between schools and homes

We may have understood in this pandemic how important communication between schools and homes is.

4 1 5   Greater societal appreciation of education

Societies perhaps now understand more than ever that schools are fundamental to ensure the basic human right of education and for societies to function.

4 1 6   Greater collaboration among teachers and other stakeholders

We have recognised the tremendous power of collaboration among teachers, within schools and across schools, to support innovation.

4 1 7   Greater reliance on partnerships

We have understood the value of partnerships, between civil society and government, between parents and teachers, where good things have happened and where these innovations have taken place. Because collaboration has brought about creativity and inventiveness that has made it possible to create alternative ways to educate.

In addition to these seven innovation dividends of this pandemic, there were eleven ideas that would remain for the foreseeable future, if these innovation dividends could be built on.

4 2   Eleven Ideas of future education

These ideas would be evident in the foreseeable future if leaders could seize the dividends as the North Star of Future Education:

    i.   Breadth of skills: that education provides the skills for lifelong learning. Educational institutions should cultivate these broad skills.

    ii.   Sense of purpose: education should help students develop a sense of purpose.

iii. Ethical foundation: students should gain an ethical foundation in school that makes societies viable.

iv. Preparing for the unknown (ambiguity, flexibility, adaptation, survival): education has to prepare students for the unknown, the capacity to deal with ambiguity, with flexibility, with the skills for adaptation and survival.

v. Capacity for deeper and continuous learning: we will seek opportunities for students to engage with deeper learning and develop lifelong learning skills.

vi. Personification: we have understood that no two students are alike, that education needs to meet every person where they are and to personalise to be effective.

vii. Problem and project-based education: we have seen the need to transform the teaching profession, so that it can meet the demand of a volatile world and the power of teams and working in teams.

viii. High-quality curriculum and pedagogy: we have seen the power of problem and project-based education, and the necessity to have high-quality curriculum and pedagogy.

ix. Teachers as professionals – a redesigned profession: we have seen the teaching profession so that it is capable and the power of working in teams. There is a need to engage schools in collaboratives of larger scales as part of networks with other schools, augment their power, augment their capacity, and augment their partnerships with universities or organisations or civil societies.

x. Schools as learning organisations (working together at larger scales, augmenting power to innovate): we have seen the importance of getting schools to have the capacity to learn to innovate.

xi. More connections and collaborations between schools and other institutions: the idea that we need more connections and collaborations between schools and other institutions.

Executing these 11 ideas made it possible to overcome some of the challenges that predated education challenges in the pandemic. Some of the challenges had to do with

how teachers taught – generally with a lot more focus on transmitting content than on helping students develop capacities to create and collaborate.

5   Thirteen-step protocol for opening schools

The following was proposed as a guide to a process of continuous improvement in schools to develop the curriculum and teach to achieve the SDGS. It is a simple protocol of change management to create space for global education and a curriculum prototype.

i.   Establish a leadership team
ii.   Develop a long-term vision
iii.   Develop a framework of knowledge, skills, and dispositions
iv.   Audit the existing curriculum
v.   Design a prototype
vi.   Communicate vision, framework, and prototype (listen as much as explain)
vii.   Decide and develop an implementation plan
viii.   Identify necessary resources
ix.   Develop a framework to monitor implementation
x.   Develop a communications strategy
xi.   Develop a professional development strategy
xii.   Execute
xiii.   Evaluate (and do it all again, but better this time!)

6   Five perspectives to transform education systems:

There are essentially five perspectives, or five languages, to see the process of educational change. As described below:

i.   Cultural: about social expectations, norms, values, accepted goals and practices.

a. A cultural perspective was simply about understanding that schools were but one educational social institution that interacted with many others. It was incumbent on education reformers to make sure there was good communication so that the process of change met the needs of communities and activated the essential support.

ii.   Psychological: about the science of teaching and learning.
   a.   A psychological perspective was about drawing on all the knowledge generated in the learning sciences over the last several decades, about how students and teachers learn.

iii.   Professional: about creating the expertise, norms, institutions, and goals of education practise.
   a.   A professional perspective was about creating the norms, the institutions, and the roles that make it possible for educational practice to be deeply anchored in expertise and expert knowledge.

iv.   Institutional: about understanding that an education system is a series of interacting processes.
   a.   An institutional perspective was about understanding that an education system consists of a series of processes that must be aligned. It was of no use to change the curriculum if we did not build the capacities of teachers to teach that curriculum. The assessment system also needed to be transformed to align with the new curriculum's goals. School governance and management processes also needed to be created to support that curriculum.

v.   Political: about stakeholders and interests, political mapping.
   a.   A political perspective was about understanding that the educational enterprise touched the greatest number of people in any society and that each one of them had a view of what a good society is. It was also essential to make it possible for people to recognise one another, to recognise those perspectives for the purpose of building coalitions that can provide the widest possible support to education so that educational change can not only have the necessary support but the duration to produce results

In conclusion, education leadership was critical to educational opportunities. COVID-19 had created an enormous gap in educational opportunities. There were real challenges of injustice around the world. The best way this calamity could be faced was by seizing the innovation dividends (as demonstrated by many throughout the pandemic) and building an education renaissance.

MODERATOR REMARKS AND ENDNOTES

Professor Madonsela thanked the keynote speaker for such a powerful, all-inclusive keynote. The central message was that we were in trouble. There was a billboard at the airport saying 'Mzansi, we have a problem'. Professor Reimers was saying that COVID-19 had exacerbated the current education challenges. Many of these challenges concerned education going to the home, feeding into existing social disparities between families. Nevertheless, Professor Reimers left the audience with a very positive message – in this adversity, there was a hidden gift if we were wise enough to recognise and act on it, an endeavour that leaders in government all over the world would hopefully engage in. In this regard, she reflected on whether we could use the COVID-19 reset movement to embark on an education renaissance as Italy did after it experienced a similar pandemic.

CONCLUDING REMARKS

Professor Nicola Smit, Dean of Law at Stellenbosch University

Professor Nicola Smit noted that the conference on social justice and education in the 21st century had the apt title 'Equalising Opportunities and Optimising Social Justice Outcomes in and through Education' at a very important time in our history. After almost 16 months of the COVID-19 pandemic, it was a good time to reflect on the impact of such a pandemic on educational opportunities and the resultant impact on not only teaching loss, but also other recorded areas of loss. None of the participants at the conference would deny the crucial importance of education and educators in the pursuit of social justice for all. In fact, it was perhaps an unintended additional benefit that the conference

was a reminder to continuously celebrate the importance of education and those dedicated to making it a reality for everyone, both young and old. At the same time, and as brilliantly shown by the keynote speaker, we have to pause and recognise that decades of educational progress and access to quality education had been wiped out over the past year – especially for the poor and for those with limited means. So, while recognising that the effect of the COVID-19 pandemic would be long-lasting and acknowledging that without a better and more equal global vaccination rollout, the pandemic's impact (in particular, austerity consequences for education and unequal teaching losses across nationality) would present challenges. These challenges need to be navigated in time. Professor Reimers reminded and challenged participants to recognise that by employing different perspectives and lenses, it was possible to embark on a re-imagination of education. Having regarded the strategies employed up until now, the impact and results that imply, and by recognising certain dividends (limited as they may be). agreed with what was written in the open-access publication, where Professor Reimers says that 'there is a no more important challenge in the world than educating the next generation so that they have the competencies to invent their future. This will include being able to address the challenges we are passing on to them: environmental degradation, social exclusion and the various forms of violence within and across nations, which undermines the possibility that we can live in peace.

As any good speaker does, Prof Reimers provided participants with tools to approach a process of change and re-imagination of education in society. Key to this was being mindful and explicit of the perspective one adopts, analysing evidence and envisaging a new future – while doing all of this with compassion and solidarity intact. It was apparent to Professor Smit that social justice was not served when the education system itself did not advance equal access, opportunities, and privileges to education. Moreover, there was also a question of how social justice was taught in educational institutions and systems. Regarding the first, in South Africa – we have become even more aware of equality challenges due to COVID-19's highlighting of many pre-existing inequalities. The following two plenaries will deal with this challenge. Regarding the second matter, the

Law Faculty had just undergone a comprehensive review of their undergraduate law programmes. One of the foremost matters that they needed to address was how best to embed social justice into their curricula going forward. They agreed as a faculty that all future final-year law students must complete the module practical law training, in the context where their Stellenbosch University Law Clinic provided legal advice and civil representation to community members who qualified for legal aid. Secondly, students would be exposed to criminal justice in action in their third-year semester. The faculty realised that pedagogical approaches in education models (the topic of the third plenary panel) were very important in the faculty. The SU Law Faculty could not be focused on their discipline of the law in isolation. In other words, discipline specialists needed to become more familiar with education approaches and strategies.

It was a great privilege for Professor Smit to be part of the conference, and she thanked Professor Madonsela, her team and every participant that through the deliberations of the conference – they could turn their own mirrors into windows as Sydney Harris famously stated the purpose of education to be. The five perspectives highlighted by Professor Reimers would always be helpful in their deliberations. These five perspectives were: cultural perspective (what do we expect of society), psychological perspective (what do we know about how children and adults learn), professional perspective (how do we approach this task of making a school's curriculum more relevant), institutional perspective (how do we align all the various elements of a very complex system so that together they support inclusive and accessible teaching and learning), political perspective (how do we align all the different interests on behalf of education).

As the Supreme Court Justice once said, 'a man or woman's mind stretched by new ideas may never return to its original dimensions'. Professor Smit knew that she personally would keep these distinct lenses at the back of her mind in future. To conclude, in regard to pre-existing challenges that existed – the five areas highlighted by professor Madonsela require specific attention in the area of social justice and education. The current new reality, SDGs and an awareness of different perspectives at play (as seen in Professor Reimer's 13-step protocol to assist deep change in global education) were

important. Professor Smit believed that the conference deliberations would be valuable and transformative, or put simply – it would be educational.

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NOTEWORTHY:

"We could go the renaissance way or be foolish enough to do nothing. And face the consequence of demagogues taking over, feeding on the anger and resentment from those who felt left out and left behind"

- Prof Thuli Madonsela

"Embark on a re-imagination of education"

- Prof Nicola Smit - Dean of Law, Stellenbosch University

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CHAPTER I – PLENARY ONE: TRANSFORMATIVE EDUCATION

This plenary had six presentations, moderated by Prof Francis Petersen - Vice-Chancellor, University of the Free State:

1   "Policy aspects of education"

Transformative education as a reality that was felt by people beyond policy.
Prof Jonathan Jansen - Distinguished Professor of Education, Stellenbosch University, President of the Academy of Science of South Africa. Former Vice-Chancellor, UFS

2   "The role of mathematical science in transformative education"
Transformative education as accessible and critical through pan-African Maths and Science.
Prof Neil Turok - Director Emeritus, Perimeter Institute for Theoretical Physics, Founder of AIMS, Chair of the AIMS South Africa Council and Chair of the Board of AIMS-NEI

3   "Transformative pedagogical dynamics of education"

Transformative education as the practice of freedom and intersectionality.
Dr Mary Nel **-** Senior Lecturer, Public Law, SU

4   "Applying copyright law to optimise social justice and sustainable development outcomes in education: The South African experience"

Transformative education as protected and enhanced through (ownership) laws
Dr Chijioke Okorie - Lecturer, Department of Private Law, Researcher, Centre for Intellectual Property Law, University of Pretoria

5   "Craving complexity: Re-purposing education for the excruciating challenges of the age"

Transformative education as future oriented.

Prof Richard Calland – Public Law, University of Cape Town, Fellow, University of Cambridge Institute for Sustainability Leadership, Co-Director, Sustainability Education (SusEd.org).

6 "Legislating for equal Education: Quo vadis the SA Equality Act, 21 years on" Transformative education as legally mandated for peace over time.

Prof Thuli Madonsela – Social Justice Chair, Stellenbosch University and M-Plan Convenor

7 Policy aspects of education

Presented by Prof Jonathan Jansen - Distinguished Professor of Education, Stellenbosch University, President of the Academy of Science of South Africa. Former Vice-Chancellor, UFS.

There was a tendency, in South Africa especially, to think of policy as something noble. Policy is often idealised as something well-intentioned that governments would obey, follow and implement. Though there was nothing wrong with this perception (for example, the ideals of equal access to education for girls and the poor), the policy was taken for granted as a public good. As such, an average cabinet Minister in Parliament would say that the policy in South Africa was functional, but implementation was required. But the opposite is true – policy is often at the root of national dilemmas: especially in an unequal and unfair education system.

One of the many functions of policy was symbolic. This meant presenting policy was often about signalling modernity or progression, which seemed to be important to many countries (for example, the need to have a national airline despite being unable to afford it). Thus, policy was not a means to achieve social justice, but also had 'decorative' purposes, such as political or symbolic purposes that might have nothing to do with better schools. This explained why South Africa boasted the best

Constitution, but this was not seen on the ground.

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NOTEWORTHY:

Reports indicate that 44% (2 236) of school toilets in the Eastern Cape are pit latrine toilets.

Between 2018 – 2021, 903 of 2753 pit latrine projects had been completed, with over R300million spent towards the endeavour.

944 public schools in the Eastern Cape rely solely on pit latrine toilets.

Source: https://www.businessinsider.co.za/99-of-public-schools-in-the-eastern-cape-arent-properly-fenced-and-pit-latrines-abound-2021-5

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The notion of 'backward mapping' as put forward by Richard Elmore was about starting with practice and mapping backwards into policy, instead of the other way around, to try and figure out what might be wrong with the policy itself. An example of this was pit latrine toilets at South African schools, which was a blight on South Africa's education system. In the Eastern Cape, there were over 2 000 pit latrine toilets. Why could this not be fixed, starting with hiring a private company so that the toilets could be fixed, and children could be schooled with dignity? Twenty-seven years after democracy, it was still being worked out why the policy of school toilets, which suggested that decent infrastructure would be built in schools, simply did not reflect in practice. In the case of rural KwaZulu Natal, Prof Jansen had personally been involved in a project where an offer was made to pay for and build pit latrine toilets. They subsequently discovered that they had a 50% success rate because gangsters in the community (under the auspices of being businessmen and business forums) had convinced the donors that the only way they would build pit latrine toilets was through *their* company. In an ideal world, this would have worked. Unfortunately, corruption occurred repeatedly – businesses would either run with the money or build substandard toilets.

Thus, if the policy was taken as a 'good thing' with the assumption that it would work with good intentions, transformative education would not happen or be successful. This was for the simple reason that between policy and practice, there were many 'operators' which made it incredibly difficult to get a sense of justice on the ground. This created the context of educating students on political analysis of education, which began with practice and went backwards to the policy to ascertain what was going wrong.

NOTEWORTHY:

"Trevor Manuel, when he was Minister of Finance, said that the primary problem with transforming education was actually not money but efficiency."

The problem was not capacity. Capacity suggested that if you only trained people enough, the problem would disappear. The problem was also not one of understanding what the government's intentions were. The problem was, among a myriad, a very corrupt state.

This required a political analysis and not a technical efficiency analysis. When he was Minister of Finance, Trevor Manual said that the primary problem with transforming education was not money but efficiency. The primary problem in Jansen's view was the 'vultures in the system', which completely undermined any sense of justice for the poor. Another issue was that of appointing teachers in Kwa-Zulu Natal, where corruption was rife. The Volmink Report had still not been implemented because senior politicians did not have the political will to ensure the issues were addressed.

What if we started to think of policy not as paper, not as intentions or government direction - but as something that was truly felt in the lives of ordinary people on a day-to-day basis? What if this was the metric by which we measure the success of policy? Metrics such as toilets for students, food for students, adequate pay for teachers, and healthcare against COVID-19. This would create a situation where power was exposed for what it had not done, rather than what it had proclaimed.

8   Moderator remarks

Q: Regarding views towards education organisations for leadership – what needed to be done to ensure practice and policy were interlinked and the execution was as perfect as possible?

A: Leadership, made an unequivocal difference in the execution of policy. Research in education had shown this to be clear. This was true from public schools to public health policy. An example was the third wave of COVID-19 that was being felt in South Africa. There was 'no way' South Africa would get a handle on the pandemic if the leader (cabinet minister) was mired in corruption charges at the height of the third wave. What was true for health was true for education and social welfare.

NOTEWORTHY:	**NOTEWORTHY:**
Mkhize subsequently resigned as Minister of Health on 5 August 2021.	UNICEF has reported that in the 16 months prior to 22 July 2021, 400 000 to 500 000 learners had dropped out of school altogether.

Q: How could the government be compelled to advance basic education equality and produce learning outcomes?

A: There was much to be learned from the dawn of democracy when the new South Africa was created. Though the liberation movements did not have immense resources against the Apartheid state, a new South Africa was created by going back to the people (whether the UDF or international mobilisation abroad). Especially in light of the impact of COVID-19, there was a need to return to the role of 'people' – who could be asked to explore their role in transforming South Africa. An example was that in June of the 2021 Academic year, thousands of children in South Africa were not placed in school. This was unthinkable, especially against the backdrop of the learning losses of 2020. Parents and communities need to be implored to stand up together, as they had before, and demand

that the government pay attention. There was a need to use group platforms to address needs and mobilise people to make demands.

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THE ROLE OF MATHEMATICAL SCIENCE IN TRANSFORMATIVE EDUCATION

Presented by Prof Neil Turok – Director Emeritus, Perimeter Institute for Theoretical Physics, Founder of AIMS, Chair of the AIMS South Africa Council and Chair of the Board of AIMS-NEI.

The theories in physics were nowhere near as theoretical as the theories in development. Institutions like AIMS (African Institute for Mathematical Sciences) were born from the conviction that this physical concept was not theoretical and required progress in mathematical skills and enabling people to enter the field.

The origins of Maths and Science are in Africa. The oldest geometrical designed object was located at the Blombos Cave in Still Bay, Cape Town, South Africa. There were markings showing triangles dating back to almost 80 000 years ago. There was also a bone found in Congo, dating back 20 000 years – showing marks of prime numbers and counting. The world's oldest astronomical observatory (Nabta Playa) was in southern Egypt and ancient Egypt. The origins of Maths and Science were thus in Africa, just like human beings. There

needed to be a real recovery of this sense of ownership and pride in these fields.

To make maths accessible, the first step was to realise there were too many barriers. Since mathematics and astronomy originated in Africa, there was no reason they should not be thriving on the continent today, were it not for all the social issues that persist as previously mentioned.

The observable universe was central to Professor Turok's work.

> **NOTEWORTHY:**
> The African Institute for Mathematical Sciences (AIMS) is a pan-African network of Centres of Excellence for post-graduate training in mathematical sciences, research and public engagement in Science, Technology, Engineering and Mathematics (STEM).
>
> Source: https://aims.ac.za/

The Renaissance of 14th-century Italy, as described by Prof Reimers, was largely stimulated by the astrological discoveries in the solar system in which we live, along with the realisation that the Earth was not at the centre of the universe. Subsequently, galaxies had been discovered, along with huge regions of space surrounding the Earth. The Big Bang was being studied to understand the origin of everything. We, therefore, live in an age of scientific discovery. The conditions were 'absolutely right' and Africa needed to play its role.

There was value in knowledge over money. To understand the value of knowledge, one simply needed to look at the leading industries which stemmed directly from mathematical science and the discoveries from it, such as innovation. In 2003, AIMS was started to create entry points for young Africans to access and become involved with cutting-edge science worldwide. So far, the institute had graduated over 2 300 African students at Masters' level and 600 had gone on to the PhD level across all levels of Mathematical Science. AIMS

had centres in five African countries: South Africa, Rwanda, Ghana Senegal Cameroon. These centres have played a critical role in dealing with the COVID-19 pandemic and innovative methods of testing for COVID-19. The vision of AIMS was that the next Einstein should be an African – there was no reason why this should not be true except for the practical issues highlighted by Professor Jansen.

Mathematical Science is something that we all share as individuals. Maths is universal in that it describes the universe. This truth was often not realised adequately. Maths was also cross-cultural and teaching the subject

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NOTEWORTHY:

"African Women in Mathematics Association (AWMA), is an association whose main aim is to promote women in mathematics in Africa and promote mathematics among young girls and women in Africa."

Source:
http://africanwomeninmath.org/

promoted cross-cultural awareness and linkages which were very valuable for students and the world.

Mathematical Science talent could (and did) arise anywhere. Genius students were found in any country and arose randomly, beyond our understanding. Africa was certainly the World's greatest untapped pool of scientific and technical talent. Africa needed Science and Science needed Africa because it thrives on new cultures and the entry of diverse people who bring new ideas and energy. AIMS was closely tied with the African Women's Mathematics Association, created in Cape Town, South Africa.

How could the next Einstein be African? While Asia (China, in particular) had taken over and was dominating world science with a spacecraft on Mars et cetera – this was an outcome of two things: demographics (a large number of young people) and sustained investment in Education and Science. This was in line with a simple concept: if Africa had young people, the dividends would come. Africa had an increasing number of young people – it was the world's

youngest and fastest-growing population. If these young people had the opportunity to go into science, they would make "big waves". Based on what had already been seen, Professor Turok confidently predicted that in 2030, there would be a wave of young Africans from all over the world entering the sphere of science and transforming many fields of science.

People in government who mainly thought about money and/or policy issues would benefit from the evidence that mathematical science investment fields into all other fields: Education, Healthcare, and Utilities. Loadshedding, for example, was an issue that was ridiculous for the modern age and solvable with proper modelling, implementation of power stations and rational decision-making. Mathematical science was fundamentally about making rational decisions about the world. Rational-de enabled infrastructure, innovation, enterprise, productivity, competition et cetera. Mathematical science was also a key aspect of the following industries:

pharmaceuticals, banking and finance, and computing.

To South African leaders: "You are literally sitting on the solution." Your job is to unleash a talent explosion. Many young Africans wanted to learn. Teachers should be challenged to do better and needed to be strongly supported. There was much global interest in the African talent pool, which could be exploited to open the horizons of young Africans – especially after the Pandemic. Every classroom in South Africa should be open to the best teachers in the world appearing on screens, connecting them to scientific and mathematical ideas. Helping them into science and letting the sparks fly.

MODERATOR REMARKS:

Q: How could the curriculum at school and university level, benefit more from mathematical science, especially in disciplines where mathematical sciences were not traditionally seen?

A: Though academic learning was divided into disciplines, this necessarily created barriers and, thus challenges. The novel ideas and change came about when people questioned everything, did not see boundaries and put things together that were not previously together. South Africa should really see itself as a pioneering country. The upheaval and change it went through was an example to the world. If solutions were being sought from outside, they would not come. South Africa was the place that could change how things were done, particularly with education, because there was such a huge need and energy. Ordinary South Africans desired education and believed in it as the route to progress for their children. This needed to be taken advantage of. This energy needed to be allowed to drive change in the system. The problem of the relationship of human society to knowledge (particularly scientific knowledge) ran very deep and was historical. Before the Middle Ages, mathematical science knowledge was powerful and fundamentally free. People created barriers. To this day, most ordinary people see maths as a form of torture – something that one was proven again to be stupid. These barriers

were created for multiple reasons, where scientists became technical people who were called in to perform tasks for leaders who were more intelligent socially and could manipulate them for their own gain. This disconnection persisted between fundamental mathematical science knowledge and the rest of society which had been maintained. Google and Amazon were companies that exemplified this – they were founded in Mathematics, which was freely available. They were making trillions of dollars on something that was grounded in fundamentally free knowledge. A small group of people were being made very wealthy because of how powerful this knowledge was. It was time to reappropriate this knowledge, to demand access. This was the only thing politicians would listen to.

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TRANSFORMATIVE PEDAGOGICAL DYNAMICS OF EDUCATION: CASE STUDY OF THE UBUNTU LEARNING SHORT COURSE

Presented by Dr Mary Nel - Senior Lecturer, Public Law, Stellenbosch University

An example of transformative pedagogy occurred in an unconventional learning space: behind prison bars. In 2018, a Stellenbosch University through Doctor Nel initiated prison-university educational partnership. Part of this initiative was the Ubuntu Learning Short-Course that a group of Stellenbosch University students studied along with prison inmates at Brandvlei prison. Their point of departure was: "education as the practice of freedom" – Paulo Freire.

A prison/university educational partnership had particular benefits for transformative education. The aim was not only to question, but also deconstruct and undermine the stereotypical and inhumane views widely held by those outside bars of 'the others'. The partnership also aimed to create a safe learning space where prison and residential university students could learn with and from each other.

Another aim was to promote transformative learning to enhance participants' desire and ability to be agents of social change. In line with this, a course outcome was that participants were more committed to the active promotion of social justice.

> **NOTEWORTHY:**
> "Socially just pedagogy is forged in dialogue with and not for the oppressed."
>
> Paulo Freire

There were potential issues related to power, marginalisation, and inequality that Dr Nel was acutely aware of in planning the short course in 2018. She wanted to ensure these potential issues did not manifest in ways that were detrimental to good learning. They developed a variety of strategies to level the playing field:

1 – The short course was <u>interdisciplinary,</u> exploring various perspectives on an ubuntu-related theme: history, economics, literature, politics and law. Multiple assessment

methods were used. This was to emphasise that everyone could contribute – no one person was an expert on everything. There was no 'one right' way to think or engage with the world.

2 – The course design had to be <u>collaborative</u>. As quoted by Paulo Freire: "Socially just pedagogy is forged in dialogue with and not for the oppressed." Instead of imposing a course theme on participants from above, they developed the course together with future participants through an interactive and creative brainstorming session. Based on this, the theme for 2019 was: "Am I because we are? Exploring self and community". The pedagogical approach that informed the short course as well as subsequent research about it, combined a number of perspectives.

From transformative pedagogy came the aspect that learners should be given the space to critically examine the beliefs, values, and knowledge, appreciate multiple perspectives, and develop a sense of critical consciousness and agency. Learning

should help them take action against the oppressive elements of reality – their lived experience being a starting point for analysing the world. Critical Citizenship theory emphasises that critically examining the past should be combined with a forward-looking imagining of a better future. It highlights that personal transformation in thinking can lead to broader societal change. Transformative Learning Theory (Mezirow) focuses on the role of the 'disorienting dilemma,' forcing students to reconsider their view of the world. It is when students are exposed to new experiences and perspectives, especially in dialogue with diverse peers, that true learning takes place. Transformative learning theory also formed the foundation of the idea of holistic student development. The cognitive dimension of learning was not separate from its effective or moral dimension. Thinking, feeling and action were interconnected. 'Non-conforming institutional and psychological learning spaces' allowed students to develop personal and social responsibility. Such spaces also helped them integrate knowledge and skills, with values, a sense of self, identity and purpose.

Feeling connected to others with different backgrounds and different world experiences did indeed lead to transformative learning and a sense of personal agency and responsibility. This is what Dr Nel concluded after engaging participants in a series of focus group interviews in addition to analysing some of the writings produced in the brainstorming session. Dr Nel's research on the programme aimed to understand whether the short course (being part of designing the course and learning from fellow participants) had impacted participants' social justice competency, the perspective of their place in the world, their perception of other participants and their sense of personal and social responsibility. Focusing on the potentially transformative power of learning together, Dr Nel found that the social, ubuntu-oriented dimensions of learning (namely, community building, collaboration, and connectedness) were

a significant factor contributing to transformative learning and holistic student development.

"I was surprised by the value placed on knowledge by the prison students. I was trying to figure out what I am going to do when I am finished studying. And they are there already because I have asked one of them and he said that he wants to use his LLB to help people so that they are not in the same place and do not make the same mistakes that he did. And it made me think of my pursuit of education as well. Am I just doing this for myself? Or am I going to use it for the function of society? "

- Response from Stellenbosch Student to brainstorming session

"Shared visions are powerful visions."

- Written response to the course brainstorming.

As the short course progressed in 2019, it became clear how the power of learning together was changing participants, sensitising them to the previously unexplored aspects of themselves and others in wider society.

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Despite the 2019 course content not having anything more than a passing reference to gender, students lived realities helped them identify this as a theme that needed to be unpacked as a theme going forward. The sophisticated and reflective ways that gender issues were explored were profound. One student said he was used to thinking of himself as a disadvantaged group because he was poor, black and in prison. But when he thought in terms of gender, he was the oppressor not the oppressed. Based on such discussions, a 2020 iteration of the short course was developed, entitled: 'We are because I am: changing self and communities' with a gender focus. If this kind of mind shift could happen in a horrible, toxic masculine environment such as prison, it could happen anywhere.

The onset of the COVID-19 pandemic meant that the 2020 short course was cut short. Under lockdown, Dr Nel grew concerned that precisely the strength of the Ubuntu learning short course would be its weakness. The feeling of connectedness that ultimately led to transformative connectedness was impossible to sustain in the face of COVID-19, while there was absolutely no chance that Stellenbosch University students would go behind bars to study with their incarcerated peers. But this was not the end of transformative learning. After much 'bureaucratic rambling' in 2020, it was finally arranged that online meetings were possible for prison participants by March 2021. There had since been a variety of interactions, one with a formerly incarcerated UNISA lecturer, as well as a reunion session which brought together past and present ubuntu learning participants both behind bars and on the outside. They had an upcoming discussion with Justice Edwin Cameron. In previous years, the Ubuntu Learning participants had decided what the online learning would be about. The interpersonal dimensions of learning were not completely replicated online, however. Technical glitches and a lack of true human connection were challenges. Despite this, they maintained contact with participants inside and outside borders.

The conscious effort to transform the classroom had transformed Dr Nel as a

lecturer herself. Significantly, her teaching and learning approach during COVID-19 had been informed by deep compassion and empathy. In designing learning experiences, she tried very hard to consider the whole student. Their experiences of stress, fear, and uncertainty in addition to the academic dimension of learning. This was in a large part informed by the experience of prison learning which showed the importance of connectedness in classroom learning.

MODERATOR REMARKS:

Q: Had extensive thought gone into the education system to be well-geared and future fit in relation to social justice and sustainable development goals?

A: Interdisciplinarity was so important. The diverse interactions between varying disciplines in the ubuntu learning programmes had shown a much richer learning experience than it would have been otherwise. Not just the curriculum, but also the students were from diverse backgrounds with different interests and academic levels, engaging around common ground. The complexity creates a particular kind of richness. This was also important at the school level.

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APPLYING COPYRIGHT LAW TO OPTIMISE SOCIAL JUSTICE AND SUSTAINABLE DEVELOPMENT OUTCOMES IN EDUCATION: THE SOUTH AFRICAN EXPERIENCE

Presented by Dr Chijioke Okorie – Lecturer, Department of Private Law, Researcher, Centre for Intellectual Property Law, University of Pretoria

Anyone who has been part of the education system (whether as a teacher or learner or policy maker) would recognise the need for access to educational resources for teaching and learning. Copyright law assisted access to the use of educational resources because, in many instances, educational resources were protected by copyright laws as a bundle of exclusive rights given to authors and creators to encourage the use of protected works. Copyright law also provided limitations and exceptions to the bundle of exclusive rights that facilitated access and use of protected works. If applied appropriately, both exclusive rights and exceptions could be applied to improve access to education materials resources which, in turn, promotes social justice outcomes. Essentially, copyright law had to shift the dimensions of justice. This could be done in the way that copyright law recognises the investment and creative genius of protected works to fight for exclusive rights so that the creators could generate revenue from the exploitation of those rights. This would simultaneously incentivise the public to create more. The way that the exceptions to limitations functioned was that the public had access to creative works. There were problems with this. If copyright law focused solely on the lived experiences of creative authors and creatives, it would be devoid of the creative justice dimension of social justice. This was because, without the creative dimension of social justice, we would fail to recognise the lives and experiences of users of protected works. Anyone could create and hold the rights to protected works.

How has South Africa shared in applying copyright law to optimise social justice outcomes in Education? The context of higher education in South Africa was central here. Across higher education sectors in South Africa, teaching and

learning were anchored on research which was all-encompassing and transitional to the advancement of society at large. Researchers and teachers at this level needed to be able to access information, content, and materials that might be subject to copyright protection. Other audiences (such as libraries, collection and preservation institutions) also made use of research outputs and needed to be able to collect research outputs and findings. Within this research environment, teachers, learners and institutions would be engaging in activities that were covered by copyright protections, such as the research and educational materials, making them available to the public. Given the exclusivity of copyright protection, the only way to lawfully undertake these activities was either through licensing or (if the activities were somehow exempt from copyright protection) blanket licensing agreements. One of the challenges with blanket licensing arrangements was that users (such as universities) were required to pay for all material when, in fact, some of those

duties were covered by the limitations and exceptions.

Factoring the context of the COVID-19 pandemic, the advancement of technology and the legal history of the social injustices of the apartheid era prompted the question of the South African experience. The question was: how was research in the South African university environment shared? The South African Copyright Act (1978) provided for, amongst other things, exclusive rights of reproduction and distribution for work that was useful to learning. There were also exceptions where the work was used for teaching. Therefore, exclusive rights extended to various categories of literary and artistic works etc. – exceptions for teaching, research, and learning only pertained to literary works and musical works. This impacted social justice outcomes, as it could not be guaranteed what chances universities had to license all material needed. Nor was it certain what happened to learners who should have but were unable to assert the available exceptions. Would there not be a gap between those who have and can, and

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those who do not have and cannot? This was the situation with the 1978 Copyright Act. In 2015, South Africa moved to amend the Act, resulting in the Copyright Amendment Bill (2017). The Bill proposed fair billing arrangements and exceptions, which applied to all categories of protected works. Parliament was reconsidering the Bill, following the President's reservations regarding the constitutionality of some of the provisions. The fair use and fair billing exceptions were subject to judicial interpretation? Both the current and proposed copyright exceptions had the potential to create a gap between having and not having learners and institutions. Those who had the resources (time, money, capacity etc.) were able to take the calculated risks of accepting the calculations. One solution was to make better use of, and promote, the resource

exception, of which government could do more.

MODERATOR REMARKS:

Q: Should we do more in the space of open access to make knowledge more available? To what extent could the intellectual property be used?

A: Open-access publishing was a good direction to go towards, though it had hidden costs because publishers needed to retrieve their investments. It was expensive to undertake, but not expensive to disseminate because of the advancements in digital platforms and technology. Increasingly, public institutions needed to be able to adopt open access publishing as a way of disseminating research outputs. Leadership was required to implement policies such as these.

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CRAVING COMPLEXITY: RE-PURPOSING EDUCATION FOR THE EXCRUCIATING CHALLENGES OF THE AGE

Presented by Prof Richard Calland **-** Public Law, University of Cape Town, Fellow, University of Cambridge Institute for Sustainability Leadership, Co-Director, Sustainability Education (SusEd.org)

NOTEWORTHY:

Is education fit for future purpose?
How do we avoid elite capture in sustainability?
Case Study: What is the point of testing memory?

The education world involves issues of politics, law and sustainability. There was very little global thinking around the intersection of education and sustainability, bringing these two disciplines together. There were also important features of the modern context which were highly relevant to the challenge of rethinking education.

The Education and Sustainability Leadership Programme was born from the realisation that there was very little global thinking about how to bring these two disciplines (Education and Sustainability) together. The programme had been convened by Profefssor

Calland and a colleague in International Education in Singapore, Berlin and at Bishops Diocesan College in Cape Town. The case of the programme at Bishops was interesting because this was at an elite private school, attended by the leadership of 15 of the biggest private schools in South Africa. These leaders were encouraged to think about the role of sustainability beyond the environmental level, but also in social and economic outcomes.

A key question was: how do we avoid elite capture? There was a danger of the conversation around sustainability being dominated by an elite which would not break down the obvious barriers between the elite and other forms of education, which were holding back young people and the economy. A wider, more diverse group of thinkers were therefore brought together. The global climate at the time was one of upheaval, which demanded

resilience and nimbleness from young people. There is an idea, as posited by Kerry Facer, that instead of needing a generation that is good at maths – we need young people who can cope with complexity and will crave complexity. The notion of craving complexity is pivotal.

NOTEWORTHY:

"[…] instead of needing a generation that are all good at maths – we need young people who can cope with complexity and will in fact crave complexity."

Humanity faced a complex set of overlapping crises, namely climate emergency, systemic racial injustice, socio-economic inequality, and a public health crisis, with COVID-19 and political crisis as liberal democracy saw young people not voting. In the face of these crises, the failure of leadership needed to be examined. How and why did leadership let us down? Since most current leaders went to school, education was part of the problem and part of the solution. A different kind of leadership needed to be prepared for a world that

was likely to become more difficult and more dangerous.

There was a case study of the Law Faculty at the University of Cape Town. A manager of a recruiting law firm remarked that, though the Faculty provided good lawyers for the firm - he no longer wanted good lawyers. Instead, the law firm manager was looking for young professionals who craved complexity. The firm's clients had multidisciplinary problems reflective of their context's interdependent complexity. This meant there were legal problems surrounded by all sorts of other problems. Lawyers who could not cope with this multidisciplinarity were not likely to cope in the modern world. This meant there was a need for critical reflection on what was being taught and how. Furthermore, there needed to be an analysis of how success was assessed and the teaching infrastructure (buildings, technology etc.). Clearly, the innovations and deployment of modern technology were a key part of the solution but also a new set of problems around justice and equity of access.

Regarding assessment – why were students required to go into a room and regurgitate knowledge with a pen and paper? Was this a useful way of assessing success in their studies? What was the point, in the modern era, of testing memory? Why were law students required to remember cases when in the real world one could flick through their cell phone and find the answers? Surely, in the sea of complexity, it was not remembering information but applying it that mattered. How could the critical skills attributes be developed to enable law students to navigate the complex world? Why were core courses not offered and required, for example in sustainable development, systems thinking or political economy? How could prosperity in the complex world be expected, without a basic grasp of the drivers of system-level shocks of global crises?

There was also a relationship between law and civil society. There was a need to ensure regular engagement with social activists, movements, and law centres. Teachers were not to fill the role of messiah, or to appear as having all the wisdom and knowledge. Instead, teachers were facilitators of learning: learning, nudging, prompting and guiding students. Students should be helped to understand what is happening in the world, to have their eyes fully opened. Students need to be facilitated to have the skills and attributes to sensitise themselves to what was going on without fear but with a sense of inquiry, curiosity, and critical thinking. Students should be encouraged to have a conscious social purpose informed by an ethical and compassionate worldview.

MODERATOR FEEDBACK:

Q: Had extensive thought gone into the education system to be well-geared and future fit in relation to social justice and sustainable development goals?

A: No. There was a treacherous political economy that surrounded education. With schools, parents were often risk averse because this was about their own children.

Rather, a systems-thinking approach with dexterity (ability not just to navigate but crave complexity) was needed. At the university level, there were pressure points from below (what was supplied by schools) and above (employment market). Much was needed to advance.

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LEGISLATING FOR EQUAL EDUCATION: QUO VADIS THE SA EQUALITY ACT, 21 YEARS ON

Prof Thuli Madonsela **-** Law Trust Chair in Social Justice, Stellenbosch University and M-Plan Convenor

Nelson Mandela famously said: "no one is born hating another because of the colour of their skin, background or relations. People must learn to hate. And if they can learn to hate, they can be taught to love. For love comes more naturally to the human heart than its opposite." From this, it could be understood that the biggest challenge with inequality was bigotry. Of concern were people who hated gay people, black people, women, foreigners, etc. A neuroscience perspective indicated that what was heard and seen influenced our minds, thus the way we think. In South Africa, equality and equity were the same thing. Whereas in other countries, equality and equity were different concepts, separately executed (if at all). A key question was whether transactional behaviour was the problem. That is, was it proper not to implement restitutive measures of the Equality Act (2000)?

Prof Madonsela was a drafter of the Promotion of Equality and Prevention of Unfair Discrimination Act (2000) – 4. Before this, Professor Madonsela was among a cohort that was asked by Nelson Mandela to draft the Equality Act as required by the Constitution. This Act was taken on by President Thabo Mbeki, who ensured it was passed by February 2000. The last serious implementation of the act (the Anti-Discrimination segment) had happened while Professor Madonsela was still in the Department of Justice. The Equality Act covered Anti-Discrimination and Restitutive, remedial aspects of equality, especially given that the South African Constitution embraced the substantive notion of equality. The restitutive and remedial measures were not instituted in a lengthy process – ultimately blocked by the treasury. In 2006, an RIA (Regulatory Impact Assessment) was conducted with the conclusion that these measures would be onerous to business and could have

an adverse circulatory impact. Though this component of the Equality Act was blocked, BBBEE (Broad-Based Black Economic Empowerment) was passed.

The bulk of anti-inequality action was indifference to difference and disadvantage. This was a key finding of the research conducted by Prof Madonsela with the University of Swaziland. Another finding was that the Preamble of the Constitution was unique because it was one of approximately 30 constitutions in the world which specifically present social justice as the country's moonshot. In other words, the ideals that the society was transforming itself to become a society that is based on social justice and, in the case of South Africa, democratic values and fundamental human rights. Key challenges include indifference to differences and disadvantages in contemporary policy drafting.

South African policies were indifferent in various ways. Indifference took various forms, including indifference to economic inequality (including asset

inequality), land income, and other disparities (including poverty). Indifference to educational inequality, health outcomes and other social disparities (including differences in access to the internet). Another form of indifference was to cultural disparities and related social and psychological peculiarities, infrastructural disparities and political access (access to justice). COVID-19 had also seen indifference to realities on the ground. This was not because policymakers were cruel or deliberately exclusionary, but because often these considerations were given only after the damage had been done.

During apartheid, the governing laws limited freedom. After apartheid, it was poverty that limited movement in South Africa. Poverty was the contemporary 'pass' that set limits to what an individual

could and could not achieve. The Equality Act, for 21 years, only implemented an Anti-Discrimination Act which was a transactional approach that assumed that discrimination was an aberration that occurred occasionally. This is unaligned with the Constitution, which has provisions in the preamble that claim to create a society where there is healing of the divisions of the past, and the society is based on social justice.

As John Rawls posited, social justice was about equality of rights, benefits and opportunities. Social justice was about equal enjoyment of all rights and freedoms marked by just, fair and equitable distribution of all opportunities, benefits, resources, privileges and burdens within and between societies. Chapter 9, Section 9(2) of the Constitution (1996) stated that equality included the enjoyment of all rights and freedoms. Section 7(2) was critical in its protection of human rights, particularly because it stated that the state must (not may) respect, protect, promote and fulfil the Bill of Rights – of which equality was a key tenant. Section 10 was about human dignity. It was thus misguided to

think that the remedial and restitutive measures from the state were as the state might feel not compulsory. Section 1 was largely about equality. Section 2(37) prioritised constitutional responsibilities. Section 36 was about the limitation of rights, and was very clear under which circumstances rights were transcribed.

Ultimately, caring for social justice and inclusion was a payment for peace. If equality was not advanced, the price would be the absence of peace. Nelson Mandela, when signing the constitution in 1996 said: "In centuries of struggle against racial domination, South Africans of all colours and backgrounds pledge loyalty to a country which belongs to all who live in it. From this was born the understanding that there could be no lasting peace or prosperity in the land unless all enjoyed freedom and justice as equals. The glimmer of hope was that as they were talking about education, they were educating themselves about the importance of using laws as transformative. Laws could only be transformative if they considered different people's needs.

Professor Madonsela as the Social Justice Chair at Stellenbosch instituted the social justice impact metric. One dimension of this required congruence across all laws with the constitution (constitutional congruence). The second dimension was the consideration that it needed to be clear who the target beneficiary was. For example, with COVID-19 legislation, who would benefit? Who would be affected? Had disaggregation been used? A one-size-fits-all approach would leave some behind). Other considerations included using disaggregated data to make predictions about the future, restitutive components, availability of less harmful alternatives, compensatory strategies and meaningful engagement.

MODERATOR REMARKS:

Q: What else was needed besides policy from the state? How could citizens help in this respect?

A: The Social Justice M-Plan had an element on collaborative leadership, which focused on the role of civil society in holding the hand of government to cultivate an attuned leadership. There was a need for a government that was moon-shot attuned. Though some leaders were corrupt, the majority were working hard with good intentions, but they did not seem to know the impact of their actions. EPIC leadership was also important and was an acronym for leadership ideals: ethical, purpose-driven, impact conscious and committed to serving.

While there were programmes (such as Prof Jansen's with Prof Louise van Rhyn) whereby teachers and principals were being taught leadership, there was a need for enhanced engagement between civil society and the president on achieving attuned leadership.

Q: How could the government be compelled to advance basic education equality and produce learning outcomes?

A: It was important to hold the government accountable at localised levels while working with businesses (the private sector). Mathematics was an example that could be leveraged to plan better, by using disaggregated data to predict the future. 4392 wards in South Africa were burdened by averages, which concealed mistakes. When governments provided the state of the nation, South Africans should insist this is given ward by ward – people were not averages.

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CHAPTER II – PLENARY TWO: INEQUALITY, CHALLENGES AND CIVIL SOCIETY RESPONSES

Moderated by Mrs Futhi Mtoba - Founder, TEACH South Africa and Chair of the Council at the University of Pretoria.

The persistence of inequality meant that civil society responses in education and social justice needed to be innovative and future fit. In this plenary, case studies were presented as part of civil society responses which addressed inequality by designing future-focused approaches to historical issues.

By virtually every measure, South Africa remained one of the most unequal countries by class, with the highest Gini coefficient in the world. Some key mechanisms had maintained inequality. There was a schism in the expectations versus realities of education addressing inequality. Though there was an array of interventions needed at the government-level, it was clear there was a particular set of future-focused skills needed at the individual level for education and employment: language, problem-solving, computers, Mathematics, and Design. Recommendations for equity in education and equality were made. The COVID-19 Lockdown had demanded that systems adapt as many schools had to shift from traditional to technological and digital schooling. As part of modern problem solving, a marking application was launched to address the issue of compromised teaching time because of the administrative burden of marking to teachers. There were also organisations, such as Equal Education, that used learner-centred framing in impactful advocacy and litigation cases for young learners. Another focus area was time spent after school, namely After School Programmes (ASPs). The Learning Trust used ASPS as an opportunity for inequality intervention. Ultimately, the cost of inequality – not just financially but socially – required urgent and innovative action.

This panel consisted of four discussions, moderated by Mrs Futhi Mthoba:

1 **"Education, the Economy, and Inequality"**

Dr Neva Makgetla - Senior Economist, TIPS

2 **"Innovation in Teaching and Learning in the 4IR era: The Case Study of the South African marking app – The Marking App"**

Mr Kabelo Mahlobogwane - Educator, THUMA Foundation Chief Ambassador, Educators' Union of SA founding National Spokesperson, Co-Founder and Managing Director of The Marking App, Youth Leadership Council Member of the Democracy and Culture Foundation

3 **"Reflections on Education Activism in South Africa during COVID-19"**

Ms Rubeena Parker – Head of Research, Equal Education (EELC)

Ms Roné McFarlane – Senior Manager: Development and Research (EELC)

4 **"Innovative Social Financing Models to Scale and Sustain After School Programmes (ASPs)"**

Ms Joy Olivier – Independent Researcher

Sibongile Khumalo – Executive Director, The Learning Trust

EDUCATION, THE ECONOMY AND INEQUALITY

Presented by Dr Neva Makgetla - Senior Economist, Trade & Industrial Policy Strategies (TIPS).

What was the extent of inequality in South Africa? How did we expect education would address inequality and what had gone wrong since 1994?

The extent of inequality was vast. By virtually every measure, South Africa remained one of the most unequal countries in the world by class, with the highest Gini coefficient in the world. Some key mechanisms had maintained inequality. The first was work organisations established pre-1994 that sought to de-skill most jobs to increase returns to people with high skill levels (i.e., high levels of qualifications for a minority). Secondly, an unequal and discontinuous education system (chances of progressing past matric are very small). Thirdly, unequal asset ownership, spatial patterns, and infrastructure distribution. According to TIPS' research in South Africa, a tertiary education degree was necessary to access employment levels similar to the

rest of the world. Progressing past matric did not guarantee employment opportunities or increasing pay. This pointed back to apartheid policies of restricting access to tertiary education.

The expectation of education to address inequality is seen through the theory of change. This theory assumes that basic education is compulsory for all in a unified system. Many expect a unified compulsory basic education system, which is leveraged for better jobs and incomes. The expectation continues that income inequalities will reduce as people are able to acquire assets.

With this thinking, the theory of change continues. Schools are available for all and the benefits of staying in school outweigh the costs for families. Early Childhood Development prepares learners equally for school. Learners then gain basic skills required as workers or entrepreneurs and as citizens.

Curricula are geared to economic and social needs. Schools are adequately resourced to provide skills. School leavers are thus more productive and able to earn better incomes through jobs or entrepreneurship. Thus, the education system succeeds in providing needed competencies including for non-graduates. Economic opportunities are available, qualifications are understood and recognised. A premium for qualifications diminishes as supply improves across the board, while higher productivity promotes growth. All other things being equal, the theory of change follows that work is organised to use skills and other limits to growth are addressed. Income inequalities dissipate and more people can accumulate assets. Work is re-organised to use skills at all levels; other limits to growth are addressed. Ultimately, the result is that incomes are more equitable and there would be economic power in a more dynamic economy.

**But the theory of change did not develop in this way.** The first thing that happened post-apartheid was that education was made compulsory and segregation was eradicated. Though, a key issue was that there was no way to track what kind of skills students had if they left before matric. The number of university-qualified graduates increased from 5% of the South African population in 1996 to 9% in 2020, with differences entrenched in work and class. For example, by 2020, 30% of the white population had obtained university degrees while 6% of the African population had attained the same.

Schooling outcomes did not see change according to the expected theory. ECD was still barely funded and extremely unequal. Resources by schools were also extremely unequal, and inequality was entrenched in private schools. Little transformation took place with curricula. Instead, the curriculum of formerly white schools was expanded to everyone else on the assumption that the learner would go on to some form of tertiary education and that the teacher knew how to teach them. These curricula tended to be poorly suited to the modern economy.

Employers and entrepreneurs needed certain skills from basic education that

were not always provided. Language skills were key, particularly good English for the international economy. Problem-solving skills and the ability to adapt as technologies change, as well as basic computer skills, Accounting and Maths, Design and creativity skills. In South Africa, only the richest schools had computer skills. Rote learning was standard practice, and there were virtually no cultural or design studies in schools. While employers sought graduates and artisans, very few understood learnerships. The quality of matric varied per school. There was no formal way to measure competencies if a learner left before matric.

% university graduates (over 20 years old)
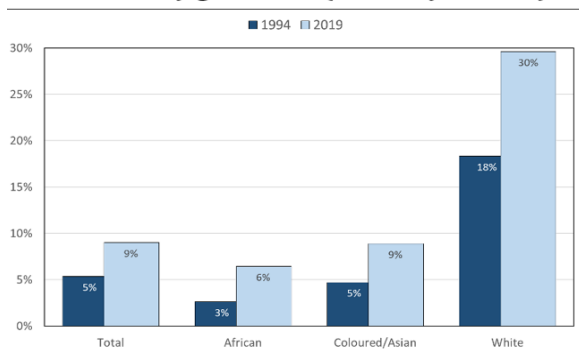
NOTEWORTHY:
Source: Makgetla, N 2021. 'Input to Stellenbosch Conference on Education and Social Justice'. TIPS

There were several recommendations for decisions and measures to be more equitable:

- Every school, including private schools, should have to be at least 50% African
- Fee-paying schools, both public and private, should have to donate half their fee income to the public school system.
- Universities should be funded by a dedicated tax on graduates, rather than individually decided fees.
- Learner-to-educator ratios should be equalised across all schools, with subsidised bussing if required.
- Every primary school should be bilingual, with English.
- Government should aim to provide computer facilities and teaching in every school by 2025.
- Standard curricula for design and cultural studies by 2025.
- ECD on a mass scale as foreseen at Job Summit.

INNOVATION IN TEACHING AND LEARNING IN THE 4IR ERA: THE CASE STUDY OF THE SOUTH AFRICAN MARKING APP – THE MARKING APP

Presented by Mr Kabelo Mahlobogwane - Educator, THUMA Foundation Chief Ambassador, Educators' Union of SA founding National Spokesperson, Co-Founder and Managing Director of The Marking App, Youth Leadership Council Member of the Democracy and Culture Foundation

The rise of the Fourth Industrial Revolution (4IR) saw how technology changed life and the way humans relate to each other, especially since the pandemic. Emerging social media networks like Facebook, Uber, and LinkedIn had exponential lifestyle consequences. The COVID-19 Lockdown demanded that systems (including education systems) adapt, as many schools had to shift from traditional to technological and digital schooling. WhatsApp, Google Classroom, and Microsoft Teams were examples of the platforms used for schooling worldwide during the COVID-19 lockdown.

Since much teaching and learning was happening remotely, there was much potential – but tools and resources had been scarce. Though much work had been done in the field of Pedagogy and Curriculum, the platforms used were impacted by scarce resources. The South African classroom continued to play a significant role. Digital platforms used tended to be software on computers. South Africa was scarce with teaching and learning apps which would enhance the learning environment, though in China and the United States (US) these apps were easily available and accessible even before the COVID-19 pandemic. South Africa was thus behind in terms of classroom innovation and struggled to adapt.

The research highlighted that financial constraints were a key limitation on classroom innovation. Technology in South Africa was particularly expensive, coupled with pre-existing electricity and internet issues. Some schools hardly had

access to physical, let alone digital infrastructure.

Upskilling of teachers was another problem, which was not adequately discussed. There was an imbalance of time spent in the classroom on specific concepts, often because teachers had to mark during the time that they could have taught concepts. DBE released a report in 2010 that said that in South Africa, 66% of the time was spent on teaching and learning, as opposed to 78% in other countries in the world. There was a gap between administration in the department with reaching teachers. Though DBE sought to provide assistant teachers (especially where schools were understaffed). Once again, financial limitations prevented progress - especially in rural schools.

The marking app was born from this information, looking for ways to limit the risks highlighted with a solution that was in accordance with the United Nations' Sustainable Development Goals and Agenda 2063. Taking the context of the Fourth Industrial Revolution (4IR) and other research, The Marking App was

designed. This platform took the burden of marking by running automated marking, such that the teacher could focus on teaching and learning. They had interviewed teachers in Pretoria and rural Eastern Cape, who they noticed were carrying out administrative tasks which compromised covering the curriculum. In the interviews, a central question was to understand why teachers were neglecting teaching time. As such, the Marking App was a solution for teachers, by teachers.

According to their research, teachers were often aware of apps – but they did not address the problems in their classroom. The Marking App functioned by scanning paper scripts (thereby accommodating rural schools that didn't have access to technology). The app

would automatically mark the papers and provide feedback immediately using a memorandum provided by the teacher on the app. The app also provided online support and study resources, including multiple assessment opportunities. This was to address the issue that most learners were assessed only at the end-of-year examinations. With the app, the teacher was able to set a weekly assessment, which could be retaken, especially so that students could be used to questions by the time they saw something similar in the exam. The App used an online and offline server, meaning it could be used even where there was no network connection.

Another finding was that the app could save teachers up to 90% of their marking time. This was discovered by asking teachers to time themselves while marking manually. The teachers responded with an average marking time of 10 to 15 minutes per script. At the design stage, the app designers assessed already existing platforms, such as Adobe Scan, and took the basic functions to time how long it would take to mark a test digitally. The result was less than 30 seconds. As such, DBE needed to accelerate the adoption of technological interventions assisting with learner support, in order to release teachers from the strain they were facing. Instead of giving teachers reduced responsibilities, the existing interventions had limitations because the administrative burden would remain.

MODERATOR FEEDBACK:

Q: Was it possible to ensure quality innovation when teachers were battling with resources to use innovative methods? How could progress be made where even the most basic challenges, like access to electricity, prevailed?

A: With proper investment in young people and opportunities for them, it would be possible to find community-based solutions. A common mistake by leaders was the tendency to take approaches and provide them in a blanket method. Instead, it was necessary to concurrently work individually to hone innovative methods from Youth.

Research during the COVID-19 Lockdown Level 5 had shown that parents also wanted to partake in learning opportunities for their children. There were huge gaps, especially between the rural and urban divide. Young people especially needed to work with the skills and knowledge passed down from the older generation to innovate modern community- and individual-level responses.

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INNOVATIVE SOCIAL FINANCING MODELS TO SCALE AND SUSTAIN AFTER-SCHOOL PROGRAMMES (ASPS)

Presented by Ms Joy Olivier - Independent Researcher & Sibongile Khumalo - Executive Director, The Learning Trust

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NOTEWORTHY:

The Learning Trust is a non-profit trust concerned with advancing afterschool in programs in South Africa. The trust sees afterschool as an equality intervention.

Source: https://thelearningtrust.org/

South Africa's education system saw inequalities in unequal learning outcomes. The nation's education system had unacceptably low learner outcomes, even before COVID-19. Research from the 2016 PEARL report indicated that up to 80% of South African grade four learners could not read for meaning. Evidence showed that a similar proportion could not add or subtract by grade five. Research of 100 learners showed that only 14% of those who start at grade one would go to bachelor's pass (access to university), and only 1% would get a 65% pass or higher for maths.

Unsurprisingly, many learners subsequently struggled to access the labour market.

As Maths and Science were subjects that originated in Africa, it was hoped that African children would do well in these fields. Instead, the remaining learners often lead to grade repetitions (which cost R20 billion a year) and dropouts with much more dire consequences. The consequences were not just for the learners, but for the economy, as learners' full potential could not be leveraged.

NOTEWORTHY:

Research from the 2016 PIRLS report indicated that up to 80% of South African grade four learners could not read for meaning.
Source: https://thelearningtrust.org/

Afterschool was an opportunity for inequality intervention. Given the aforementioned circumstances, it was

clear that afterschool programmes could bridge the inequality gaps between quintile one to three schools (non-fee to low-fee paying), as well as quintile four and five schools (well-financed). Afterschool programmes were (usually) community-based interventions which provided a safe environment for children and youth to access learning and care in the hours after the school bell had rung. These programmes also allowed for remediation and teaching children at the level they were at. Academic support and socio-emotional development were examples of co-curricular outcomes that could improve a young person's chances of finishing and doing well at school. This meant getting a quality result that allowed them to get a quality result for a more productive and sustainable life.

In the context of COVID-19, many after-school programmes were quick to respond in the face of school closures and needing to reach communities where they were.

There were interesting findings on the funding of education in South Africa. The state invested more than 6% of its GDP on education, but most of it (80%) went to staff salaries. The rest was divided between infrastructural spending etc. There were large infrastructure backlogs, and budget cuts were anticipated for the next 3 years. Thus, there was little room to allocate budget to delivering quality education and learning outcomes. This meant the time had come to think more innovatively about how the education sector could be financed. At the time, afterschool programmes were largely sponsored through philanthropy and corporate social investment (CSI) but these resources were limited. Going back to the communities to support their children for afterschool programmes was key.

NOTEWORTHY:

In 2020, there was a R5.35 billion CSI spend on education, over 50% went to NPOs.

Source:
https://trialogue.co.za/publications/2020-business-in-society-handbook-flipbook/

It was important to assess the return on education expenditure. If every child was to reach grades on time (implying no repeating grades or dropouts also reaching all learning outcomes), this would cost the state R239 000 per matric pass learning outcome and R239 000 per bachelor pass learning outcome. However, poor learning outcomes resulting in grade repetitions and dropouts cost the state R614 000 per matric pass learning outcome and R2 million per Bachelor pass outcome. After-school interventions could be of considerable use to mitigate the extent of the learning investment costs that the system incurred per learner. After-school participation greatly increased learners' chances of achieving learning outcomes such as a Matric pass or Bachelor Pass.

There were a number of innovative finance approaches that had emerged. This included Social Impact Funds (SIFs), development impact funds, pay-for-success and pay-for-results models. Besides nuances between approaches, all of these paid for outcomes. Some

included a financial return on investments. The investment ecosystem had thus been mapped to find out, amongst other things, what it would cost to scale and sustain learning outcomes, especially with after-school programmes. There were ways that the various financing bodies could leverage their education spending to focus on payments for outcomes (instead of paying based on inputs). This meant that financers could be selective in investing in programmes which saw a return and were using learning outcomes to grow and scale education.

The long-term impact target was to see a shift in the composition of the South African labour force. This was to see changes in inequality disparities. It was a disservice to citizens, where most children could not achieve a matric or tertiary education. It was important to ensure that more people could pull themselves out of poverty through education, rather than the situation faced where the education system was perpetuating inequality.

MODERATOR REMARKS:

Q: How would the process of disrupting inequalities take place?

A: Education could be seen as an ecosystem. Neither teachers nor schools, for example, could provide education alone. The sector's involvement of parents and the community showed education as a collective responsibility.

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REFLECTIONS ON EDUCATION ACTIVISM IN SOUTH AFRICA DURING COVID-19

Presented by Ms Roné McFarlane (Senior Manager: Development and Research EELC)
Ms Rubeena Parker (Head of Research, EELC)

The unique advocacy model by the Equal Education Law Centre (EELC) enabled powerful advocacy, especially in the case of COVID-19. The COVID-19 pandemic was hugely disruptive to education, especially as it meant that schools were closed for extended periods, there was poor preparation to provide remote learning and poor infrastructure conditions, and it meant the close of nutrition programmes. Because of increased hunger levels among other pandemic consequences, the Equal Education Law Centre carried out urgent advocacy to protect learners' rights.

Research on social movements and mobilisation indicated three key outcomes:

- Social movement advocacy was both about advocacy wins and the process of empowering its members.

NOTEWORTHY:
The EELC is registered as a law clinic with the Cape Law Society and its staff of social justice lawyers specialise in education policy, legal advocacy, community lawyering and public interest litigation.

Source:
https://eelawcentre.org.za/who-we-are/about-us/

- Legal strategies were but one tool that social movements used – they were most effective when used in conjunction with other tactics.
- Where litigation was used as an advocacy strategy, some measures could be put in place to ensure effective litigation. For instance:
    o Working with organised clients (like a social movement)

- o Making sure litigation is part of a longer-term strategy
- o Proper coordination and information sharing
- o The case is based on proper research or evidence
- o Smart litigation framing
- o Follow-up on the litigation

Equal Education (EE), founded in 2008, was a social movement with elective, governance and leadership structures with 5 000 members in 5 provinces across South Africa. Members were predominantly high school learners who were informed about their rights, advocacy skills and other activities which promoted awareness through education campaigns. 2012, the EE Law Centre was established as a separate entity to provide broader legal advocacy while supporting EE with legal representation. This was different from many other models which had in-house legal expertise. The subsequent nine years since the inception of the law centre had seen powerful relationships form between legal organisations around joint

values. This allowed the organisations, including EE, to:

- - Have joint governance and management team meetings
- - Include each other in strategic planning processes
- - Ensure that lawyers were involved in organising spaces and coil give input on campaign strategies
- - Address power dynamics between lawyers and activities
- - Pool a variety of skills and inputs under a collective goal

The pre-existing relationship between these legal entities meant that the collective was favourably positioned at the start of the COVID-19 pandemic. This enabled urgent and proactive advocacy to deal with some of the pitfalls experienced during the pandemic lockdown.

The elements of impactful litigation were illustrated well in EE's case around the national school nutrition programme. At the start of the COVID-19 pandemic, DBE ended a feeding scheme in which they initially administered and fed typically nine million learners in

public schools. Immediately, EE along with other concerned organisations advocated for the immediate resumption of the feeding programme. While the DBE made various undertakings, these failed to happen. Considering this failure litigation was launched, with a structural order awarded to EE. Important legal principles were established along the way, bringing hunger and nutrition programmes into sharp focus. Once the order was awarded, the journey continued with ongoing monitoring to ensure the implementation of the order.

A key, driving question was to ask, "Why would they litigate in these circumstances?" This was an important question because legal mobilisation could be understood as a complex component of a strategy, instead of a strategy in and of itself. This meant that the operating context and campaign goals were key. For example, in considering litigation, it needed to be established:

- Whether the law could be neutrally imposed to keep the campaign goals achievable

- Which legal tactics would be most appropriate
- Which other tactics could be used in combination with the strategies mentioned to make the campaign most effective.

At all times, the movement's goals and the voices of the movement's members were at the core of the action taken.

When executing the movement, two concerning elements emerged: first was the on-the-ground realities of what was happening to learners because of the ramifications of not having food in their homes. Second, was the attitude of the DBE which was seen in the announcement that food programmes could not be provided during the lockdown. EE concluded that they needed to take stronger legal action to assist hungry learners who would otherwise be receiving meals at schools. Litigation thus took place, with a favourable outcome granted in the form of an interdict. DBE was ordered to report soon after judgement on their plans to roll out the NFNP (feeding scheme) to all qualifying learners. The instruction also mandated DBE to report

back to the court regularly to show progress. This did not just mean a favourable outcome for EE, but that a very good legal precedent was set.

There were various reasons the legal action was particularly successful. Key to the success factors was that litigation was seen as part of a broader strategy, not just as a strategy in and of itself. Alongside litigation, there were a lot of information-sharing elements, media campaigns and on-the-ground activations to ensure learner voices were framed in the cases. The relationship between EE and EELC was important as it enabled the body to respond urgently and have access to learner voices. This learner-centred framing was central to the case's impact and success and formed the backbone of their efforts. The rights of basic education were ultimately expressly recognised to include the rights to nutrition, even though they were separate rights on their own. The courts confirmed international standards of what was acceptable and constitutional or not. Even after the order was handed in, EE continued information-sharing with learners. The education on the impact of the judgement enabled learners and communities to assert their rights, which the judgment confirmed they were entitled to. This was critical to the implementation of that judgement going forward.

For achieving social justice in education more broadly, it was key that systems and networks were in place. In the case of EE and the EELC, the pre-existing connections of professionals and organisations enabled the bodies to withstand the COVID-19 pandemic and respond to the pandemic in record time, using real-life experiences at the forefront. While an immediate remedy was achieved, they broadly brought a sharper focus to nutrition and education.

MODERATOR REMARKS:

Q: Was a confrontational approach sustainable? What considerations had EE employed to reduce confrontation?

A: This was decided on a case-by-case basis. There were cases where EE needed to play the role of both collaborator and support to the Government, as well as the confrontational role. Most often, issues were approached collaboratively, with offers of support given. For example, in the DBE's directives and protocols for COVID-19 compliance - EE found these to be inadequate. As such, EE offered assistance to revise the directives. Their first approach was always to engage. Litigation was costly, time-consuming and reputation risk. Litigation was always the last resort.

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CHAPTER III – PLENARY THREE: EDUCATIONAL MODELS AND PEDAGOGICAL APPROACHES

Moderated by Prof Fernando Reimers – Ford Foundation Professor of the Practice in International Education and Director of the Global Education Innovation Initiative and the International Education Policy Program at Harvard University

"Rights that cannot be enacted are like empty saltshakers: they add frustration and deliver no value."

- Khulekile Msimanga, Thuma Foundation

This discussion, hosted by the keynote speaker, focused on evidence over ideology to go far beyond the surface of transformative education. This included evidence on the value of Early Childhood Development as an early intervention strategy; multilingual education to transition indigenous languages from conversations to curriculums; educating "the human" by addressing cultural and socio-economic aspects of gender-based violence; leading innovation from communities to prepare for the Fourth Industrial Revolution; and the role of social justice education in advancing social justice. It was concluded that a new kind of thinking with integrated approaches to education and social justice was required. The Social Justice M-Plan was proposed as a springboard for the ideas and strategies presented.

This session consisted of five plenary discussions, moderated by Professor Fernando Reimers:

1. **"A Community-Rooted Coalition for High-Quality Early Childhood Development"**
   Jasmine Jacob - Director, Indaba Foundation

2. **"Translingual Pedagogical Practice: A Strategy to Resuscitate   Indigenous Languages at a South African institution"**

Letsela Motaung - Teaching and Learning Coordinator, University of the Free State

3. **"Can Transformative Education Move the Needle on GBV"**
Sarah Sydenham - LLM Candidate, Stellenbosch University

4. **"Advancing Equal Education in the Digital Age and COVID-19: The Case of a Digital Inclusion Drive"**
Prof Josef Noll - Secretary General at the Basic Internet Foundation and Professor at the University of Oslo
Khulekile Msimanga - Financial Officer, Thuma Foundation

5. **"Education of Social Justice and the Law"**
Dr Lloyd Chigowe - Post-doctoral Fellow, Law Trust Chair in Social Justice, Stellenbosch University

A COMMUNITY-ROOTED COALITION FOR HIGH-QUALITY EARLY CHILDHOOD DEVELOPMENT: INNOVATIVE INVESTMENT IN AND INCLUSIVE EDUCATION TRAINING OF ECD TEACHERS IN THE CAPE WINELANDS

Presented by Ms Jasmine Jacob - Indaba Foundation and Indaba Institute
Mr André Shearer - Indaba Foundation Board Chairman

There were four elements of Early Childhood Development (ECD) work. The field of ECD, with ECD centres as points of execution, were some of the first steps taken towards a socially just future nationally and globally. This was because inequality was systemic from the early years and hampered any sort of interventions that come later in an individual's life. The cycles of poverty could only be truly broken if addressed from the onset and earliest years. Research by James Heckman, a Nobel prize-winning economist, showed that a 1-dollar ECD investment created a 13-dollar return later in life.

This meant that ECD truly was an early step toward justice. The adversities and trauma experienced in the early years, especially in disadvantaged communities, had long-lasting impacts on the children who were seen later in primary, secondary and tertiary education. These changes challenged the space of nature versus nurture. Changes were possible in the early years when the window of opportunity was taken for development and consciousness in the brain. Rich learning experiences could change the way children behaved and responded to stress. The dropout rates in South Africa indicated clearly that something was not right. Early Childhood Development held the answers to many of the problems faces.

Inclusive pedagogies could be developed as one solution to ECD challenged - Montessori was one such solution. The Indaba Institute Training Centre was working with the Montessori Pedagogy, experimenting with the fundamental belief of showing children how to be human. This not only builds children's

understanding of what community, diversity and justice could look like - but rather also built the fundamental skills and cognitive development which allowed for success further in life. To achieve this, there was a demand for adaptable pedagogy that could work across the spectrum of society (from the margins to the middle and higher levels of education).

Projects had shown positive results where ECD investment had occurred. A project for children with Fetal Alcohol Syndrome (FAS) showed improved results after investments in programmes during the early years of childhood to five years old. The Indaba Foundation Institute also offered an internationally certified diploma course in Khayamandi. This enabled an increased understanding of an inclusive pedagogy towards human development in a real-life context. This also became the proof of concept, whereby the needs of 24 ECD teachers in Khayamandi were determined over two months. Multiple activities showed practical challenges, including registering with the government, applying for funding, and developing a school. These were the semantics of what social impact looked like.

Feedback from students showed that the Indaba Foundation ECD programme was working, and there was a need to continue their investment. The first-hand feedback from students and teachers also enabled a re-evaluation of the programme which included shortening the programme (from months to weeks, half-days to full days) and enhancing language accessibility and cultural partnerships.

The need to teach from the philosophy of being deeply human required an experience of deep humanity, which not all teachers and students had

experienced. There was a need to work with teachers in allowing them to experience being human to do the same for their learners. The biggest need was to walk the journey with teachers.

A coalition for the education ecosystem was about a social investment seal that could leverage the funding of investment in the wine industry. Funding was being redirected from consumer consumption initiatives in the Cape Winelands to funding ECD. This was ultimately about consumer consciousness and community engagement for accessible quality ECD.

MODERATOR REMARKS:

Q: What was the theory of scale? The real challenge was to provide ECD at scale. What was the next step to go beyond the 24 schools studied to get the ecosystem to take place?

A: The question of scalability was one that the Indaba Foundation had been grappling with for the past five years. The pedagogy was not the challenge – the Montessori system they used was well over one century old. The applications to society brought many challenges – Gender-Based Violence was one such example. The curriculum model was not challenging scalability, rather the Indaba Foundation's role was to provide and implement the hight quality Montessori possible for every child. To do this, they had spent the previous five years creating an institute that was highly professional, very functional organisation that could take their offering to scale initially in the Western Cape, focusing on the wine industry footprint. This was not without its challenges – as mentioned, gender-based violence and Foetal Alcohol Syndrome were the worst in the world in these regions. The Gini coefficient was also the highest in the world in this area, making it a petri-dish of challenges to scaling-up quality Montessori education. For the time being, they had proof of concepts. Over time, they trusted that the proof of concepts would be ramped up to reach thousands of women and ultimately create an ecosystem with sub-systems for training. Advocacy was required to raise the profile of this endeavour continuously.

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TRANSLINGUAL PEDAGOGICAL PRACTICE: A STRATEGY TO RESUSCITATE INDIGENOUS LANGUAGES AT A SOUTH AFRICAN INSTITUTION

Presented by Mr Letsela Motaung - University of the Free State

> **NOTEWORTHY:**
> "If you speak to a man in a language he understands, that goes to his head. If you speak to a man in his language - that goes to his heart".
>
> Neslon Mandela

Multilingual classroom practices could be used to resuscitate South African indigenous languages at educational institutions. As Nelson Mandel had said,

> "If you speak to a man in a language he understands, that goes to his head. If you speak to a man in his language – that goes to his heart".

The demise of the apartheid system saw high hopes from the marginalised, and those who had suffered exclusion at many levels. Sadly, sluggish progress in the promotion of indigenous languages since apartheid ended meant that high hopes fell flat.

The Constitution of the Republic of South Africa (1996) engendered the need to promote and protect indigenous languages. Current approaches to education tended to eliminate the use of indigenous languages in South Africa. The nexus among indigenous language, decolonisation, and education showed that many indigenous languages were

> **NOTEWORTHY:**
> According to the United Nations Educational, Science and Cultural Organisation (UNESCO), more than 7,000 different languages are in use around the world, of which 41% are endangered.
>
> Source:
> https://www.weforum.org/agenda/2020/02/how-some-endangered-languages-thrive/.

not formally taught but were rather used in more informal engagements. In higher education, indigenous languages were particularly vulnerable because many of them were not taught or used in the public sphere. There was thus a need to bring indigenous languages into

teaching and learning with a social justice education approach that brought about equitable outcomes for marginalised groups. Education and training with a social justice approach provided the perspective of politics on language which progressed the discourse in politics and language, human dignity, equality, and sustainable development. Multilingualism in higher-education tutorials showed different responses. Students' cultural and linguistic backgrounds could be used to enhance learning if embraced. Some challenges to using indigenous languages in tertiary education identified in the research described the colonial legacy of education in South Africa. Findings in the case study of a tutorial group at the University of the Free State, South Africa, were most compelling. Indigenous languages consistently encouraged students to feel at ease by speaking their mother tongue in tutorial groups. Language was also linked to identity. Multilingual tutorials in English were useful because English-only tutorials at the time saw students withdrawing when their English skills were not at their mother-tongue level. This meant language policies at universities were advocated to be translingual, based on practical evidence and not just ideology on paper.

MODERATOR REMARKS:

Q: How could the trade-offs of teaching in indigenous languages be dealt with? For example, faculty capacity. How could non-indigenous students be compelled to honour and value indigenous backgrounds? Was there not a trade-off between an intervention that was about recognising and appreciating heritage versus concentrating exclusively on one subset of students?

A: In terms of capacity, there were already-existing programmes. An example was the language policies, whereby the policies in place needed to be used as a guiding force to propel. Indigenous languages. Student success was another problematic factor in South African higher education – and language contributed to this. Indigenous language students were continuously excluded. The critical tools were thus language policy. The

focus was not necessarily on the students, but on bringing the students together. In this, they would hopefully realise the importance of diversity, especially in learning and teaching outcomes.

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CAN TRANSFORMATIVE EDUCATION MOVE THE NEEDLE ON GBV?

Presented by Ms Sarah Sydenham - LLM Candidate, Stellenbosch University

Gender-based violence (GBV) was one of the most pervasive issues in South Africa. Transformative education would need to address the socio-economic and socio-cultural aspects of GBV (e.g., poverty, access to education). This meant quality education in line with the Sustainable Development Goals that went beyond face value.

NOTEWORTHY:

The rate of femicide in South Africa is five times the global average.

Source:
https://www.reuters.com/article/us-safrica-women-violence-idUSKCN1VO20F

Unfortunately, COVID-19 did not help the situation as the pandemic disproportionately impacted women and girls. For example, dropouts and teen pregnancies were even more of a concern in the context of a national lockdown. Gendered responses were thus key when addressing education not just at face value, but as quality education.

Methodologies needed to be future fit to empower learners to become innovators and problem-solvers.

Education on gender-based violence as a topic was a significant component of transformative education. Though technically GBV was covered under the 'comprehensive sex education' component of the Life Orientation curriculum, the curriculum messaging was often not carried across in classrooms. For example, teachers struggled with the concepts of abstinence, consent, and LGBTQ+ discourse. These were sometimes contentious issues which conflicted with teachers' personal beliefs. Another stumbling block was the methods of sex education, which lacked engagement and were based on the first industrial revolution transmission model (students spoken to, not spoken with).

Ultimately, teachers needed to be empowered to empower their students. Transformative education could indeed move the needle on Gender-Based Violence. Legal reform and crime control

Q: Education was suggested as one of the solutions to addressing gender-based violence. What were the barriers to this in the South African context?

A: A university's role tended to be education around the topic, but when it came to cases of gender-based violence the university should never be able to discipline a student for committing a crime. That was the role of the justice system. Having the separation of the role of the university and the justice system was very important. The university could handle prevention, awareness and safety but should not be in charge of policing students because that was the responsibility of the state. In terms of barriers to education around gender-based violence, it was very difficult to change a system from within. When

alone would not treat the root causes of GBV and the foundation of addressing gender equality.

MODERATOR REMARKS:

educators themselves were sometimes still learning about gender-based violence-related issues, they were not always in a position to empower students with accurate messaging and methodologies that would reach students.

At the same time, universities were places where students and staff needed to have a 'safe harbour'. Sexual harassment or any other kind of violence of a gender-based nature was treated with zero tolerance. Protocols would not simply wait for the police or a judge without following internal procedure. If everyone in the institution knew this zero-tolerance approach, perhaps the police would have an easier task before them from the start.

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ADVANCING EQUAL EDUCATION IN THE DIGITAL AGE AND COVID-19: THE CASE OF A DIGITAL INCLUSION DRIVE

Presented by Prof Josef Noll - Secretary General at the Basic Internet Foundation and Professor at University of Oslo and Mr Khulekile Msimanga - Financial Officer, Thuma Foundation

COVID-19 has only further justified the importance of bridging gaps in technology and innovation, particularly in the education context. The right to equality, human dignity. and access to information were the further substantiating laws. It was important not just to have rights, but for rights to be enacted and accessed. In the context of the SDGs, these were all underpinned by reliance on *access* to quality education. For example, quality education gave access to decent work (SDG 8).

> ### NOTEWORTHY:
> Rights were not the problem, but accessing them was a problem.
> "Rights that cannot be enacted are like empty saltshakers: they add frustration and deliver no value"
>
> Khulekile Msimanga

There needed to be a shift in thinking in innovation to follow a narrative most relevant to the needs of where it was happening. This could be done through the people on the ground determining content. Innovation needed to be led by the communities as the source.

Bringing digital empowerment to schools saw significant prospects and results. A secondary school in Ethiopia was a case study of the Basic Internet Foundation. Providing access to information for all was the key outcome at the school. Even a small phone was an entry point to information on health services. This model had also seen success in GBV awareness; video-based messages were used to disseminate information on the challenges faced by women who experienced violence.

Instead of bridging the divide, the internet had sometimes furthered the divide. 5G, AI (artificial intelligence) and other industrial revolution technologies did not look at societies in their execution. Instead of integrating society, technology was often ripping society apart. There needed to be technology as part of the 4th IR with information that was free to everyone. Education systems in Ethiopia during COVID-19 showed that everyone had free access to education and health information on all mobile networks. This could be driven further across Africa.

MODERATOR REMARKS:

Q: In the 21st Century, access to the internet was a basic right almost as foundational as access to clean water and electricity. How could participation become a reality in a context that was so far away from the means and skills to participate, such as how far the South African education system was?

A: Affordability was one focus. Tablets could be produced (as was being done in India) for as little as $30. In India, these were sold to students for $17, which was seen as an investment. In their data on the increasing costs, particularly of mobile and broadband subscription costs to the device. This is where the Thuma Foundation intervenes to advocate that everyone would have free access to information once the infrastructure was provided. Text and pictures, for example, should be accessible as part of the policy. This had been part of the policy driver of the Thuma Foundation with the government of Ethiopia in their response to COVID-19.

Accessibility was another focus point. Accessibility started with building in every community, village, and village 'information spots'. This led back to indigenous languages and the support of resilient communities – how value could be created from within these communities. The investment for such an 'information spot' was in the range of approximately $1000. This was comparatively affordable in contrast to the costs of the

mobile operators that were being used. One of the bad occurrences that had developed at the societal level was that operators had been given the exclusive rights to provide access and earn money. This needed to be changed through regulation which a) allows communities to build networks and b) gave free access to basic information.

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EDUCATION OF SOCIAL JUSTICE AND THE LAW

Presented by Dr Lloyd Chigowe - Post-doctoral Fellow, Law Trust Chair in Social Justice, Stellenbosch University

Social justice education played a colossal role in advancing social justice nationally and internationally.

South Africa had gained the unwanted status of being one of the most unequal societies in the world. There were ongoing discussions and enquiries on what had 'gone wrong' since South Africa had attained democracy and a world-renowned constitution.

Social Justice Education and Training was a means in itself to advance Social Justice more broadly. Social Justice Education was a commitment to challenging socio-cultural, and economic inequalities arising from the differential distribution of power, resources and privilege. Social Justice Education was centred on democracy and the exercise of one's full humanity. Social Justice Education also helped participants to develop knowledge and awareness to examine the intersection of justice and injustice in personal lives. Social Justice Education was also a means to develop tools to understand structural features of oppression and personal socialisation in an oppressive system. Furthermore, Social Justice is a way to bring action to analysis and a commitment to change. Social Justice aims to ensure the full participation of groups in society to meet their needs.

The status of social justice education in SA was discouraging. There was no single institution that offered a degree in Social Justice. Those institutions offering courses relating to Social Justice were only teaching dimensions of Social Justice (class, race, gender)

compared with western universities which seemed to be offering this more widely. Abroad, Social Justice degrees were offered even at the doctoral level.

These norms of Social Justice Education being limited to basic education levels meant that Social Justice in South Africa was seen more as optional professional development. A good pedagogical approach to SJ teaching was a set of practices and principles which sought to engage Social Justice through learning content. Such a pedagogical approach should:

- Create and maintain a welcoming and inclusive learning environment.
- Balance emotional and cognitive learning components.
- Encourage active engagement amongst participants.
- Enforce personal awareness and development of skills and action planning process to create change.
- Acknowledge diverse cultural backgrounds, experiences and history.

Social Justice Activism (protest, demonstrations or picketing) was a means of non-traditional learning and educating students on social issues. Simulations and roleplays were also teaching methods which allowed participants to experience the perspective of 'the other', particularly with racism, classism and other oppressions. This experiential learning could be suited for both professional and classroom development. Identity formation processes were another point at which social justice outcomes could be influenced. This was because ideas and identities tended to be more newly-experienced, malleable, and impressionable. This meant developing from accepting and internalising the dominant values of society, (including the assumed superiority of the dominant group and supposed inferiority of the minority group) to integrating and internalising a new identity along with a commitment to social justice.

In conclusion, Social Justice Education could be a game-changer in South Africa in that it allowed everyone to be involved in Social Justice. There was potential for

Social Justice advocacy not just to be highly accessible, but for it to accelerate the realisation of a just society. **Pedagogies of Social Justice Education were equally as important as the content that was taught.**

MODERATOR REMARKS:

Q: What would need to happen for social justice education to be rolled out at scale? Particularly in the schools attended by the majority of the population? (*Panellist did not have an internet connection*).

MODERATOR FINAL FEEDBACK:

The university was invited reflect, think, and exchange ideas to be of service to society. It was important to appreciate the significance especially because of the COVID-19 pandemic. The COVID-19 pandemic was a highly consequential event. The pandemic of 1918, for example, saw the Spanish Flu contributing to the rise of Fascism in Germany through the mechanisms of an economic recession, whereby municipalities were unable to provide services. This made many feel they were being pushed to the margins of society. These groups became prey vulnerable to demagogues such as Adolf Hitler, who began to sell a poisonous ideology that told these poor and disenfranchised Germans that their misfortune was because of their peers. Even though Adolf Hitler was considered a clown in 1918, within 15 years he was elected chancellor of Germany. The rest of history. COVID-19 was thus very likely to bring about not just exclusion, but also fragmentation. The COVID-19 would impact a great number of lives for a long time, prompting the question at the individual level: What am I going to do at this historical moment? What would it take to present the alternatives that are very real?

The conference presented by the Law Trust Chair in Social Justice was thus highly appropriate as a means to ask its community: what are we going to do? There were 30 000 universities around the world. If each of them engaged in a conversation such as this, perhaps there would be more hope for serving the non-university community. It was

quite marvellous that, amid a tragic calamity, a group of leaders could steer the process to produce some goodness. This was also known as the Medici Effect.

The modern university was one of the results of the Enlightenment, among public schools and democracy. This thinking professed the idea that individuals have the capacity to govern themselves, and between them, they had the capacity (assisted by human reason) to come together with others to improve the world. The Modern University Charter in Berlin (1811) had three missions:

1) To advance truth through research
2) To promote the capacity for independent and critical thought
3) To educate the public

Perhaps this very moment of calamity was one to embrace this mission of educating the public and building every possible energy between this mission and the research and teaching mission. In doing this, perhaps universities could bring about the Medici Effect needed for an education renaissance post-COVID-19. Members of the university were invited to see themselves as builders of a renaissance and to lead in the service of society.

CHAPTER IV: CONCLUDING REMARKS

Prof Sakhela Buhlungu - Vice-Chancellor, University of Fort Hare

Professor Buhlungu said that the last panel ended on such a high note he felt he did not need to say anything after them. It had been a fascinating conference; he was very pleased and privileged to have the opportunity to attend and be allowed to say the last words. As the last speaker of the conference, Professor Buhlungu agreed with the speakers overall that education was indeed a powerful tool and a weapon for development, self-actualisation, and citizenship. He highlighted the aspect that education should also be about building social solidarity. This was an important point about bringing us together. Education should be about building bonds of co-reciprocity, compassion, altruism, and in the end (especially in the global environment we live in), cosmopolitanism. The conference, in a wonderful way in a short space of time (one day), pulled all these strengths together. Though they might not have been mentioned with the exact same names – this had been a wonderful festival of ideas, deliberations, and sharing of research findings. Education has helped individuals and communities to know and access their rights. Education is important because it helps people access information in general. Though it has the ability to connect, education could also be used to divide – as has been seen in the time of apartheid Prime Minister Verwoerd – who used education to spread hate, discriminate, and deny people's rights. Within a short space of time, the conference synthesised these concepts as a festival of ideas. Education is also important because it provides access to education and champion social justice. The undeniable link between education and social justice needs to be continuously nurtured, protected, and defended. Institutions are central in this. The keynote address and all presentations had been constructive in their deliberations on social justice, and they had done more than justice to the conference theme. Because this was done so well, Professor Buhlungu did not want to repeat anything that had been said, as the discussions were left on such a high note. He did, however, want to make one point and reference. This was to spread the frontiers of the debate. He wanted to talk

about institutions that offered education, some public and others private. Public institutions of education, especially, were vehicles of education and therefore sites involved in matters of social justice. But what he wanted to point to, was some of the things that often pull in the opposite direction and negate the notion of social justice. Management of schools, for example, in the majority of cases is a huge problem. It is a known fact. The quality of infrastructure of South Africa's schools is also a big problem. Once again, many a speaker at the conference referenced Nelson Mandela and his love for education. Indeed, after his retirement, he moved beyond talking about education. Schools with green roofs were built across the country, at Nelson Mandela's behest from money that he had raised. Mandela also set up other institutions, such as the Nelson Mandela Institution for Education and Rural Development at the University of Fort Hare. This was a very creative idea of what to do in the case of education. The Nelson Mandela Institute intervened in areas of critical importance, especially at the foundation phase and with some of the matters that tie up – namely, mother tongue education. Schools today, though, are in advanced states of disrepair. There are infrastructure problems. There is an issue of quality teachers. There is also the issue of running schools, or rather the interference with running schools. Therefore, the question was whether schools could educate on social justice. Could universities do this? Were our institutions able to do what they were supposed to do? If education is a platform and vehicle for achieving social justice, it means that the destruction of public education institutions hinders the quest and achievement of social justice. This is an issue. It is important for us to move beyond advocacy and try to be part of the solution. This was the difficult part. This was not easy, but it was the greatest thing one could do in life.

VOTE OF THANKS

Prof Thuli Madonsela, Law Trust Chair in Social Justice Stellenbosch University

Professor Madonsela thanked all speakers. As programme director and moderator for the day, she thanked all speakers. Pro They had begun with theoretical and policy issues on how education could be transformed for social justice. The discussion progressed

into discussing civil society and then pedagogical discussions. What was emerging from the keynote speaker was that clear it could not end there. The four walls needed to be broken, as was in line with the tradition of the Social Justice Chair. First, they would engage, and then the ideas needed to be brought to policymakers. The keynote speaker challenged participants to do more than advocacy to generate and implement solutions together. This needed to be done with the government as part of building a society where prosperity could happen together while leading peacefully. Participants were challenged to consider the catastrophe of COVID-19 to initiate a renaissance – this could transcend education.

Professor Madonsela and her team would be following the process of pursuing the equality act. Participants were invited to join the Social Justice Chair in meaningfully engaging the Department of Justice on the Equality Act to provide suggestions on how the act could move the needle on Social Justice in South Africa so that the next decade was truly a social justice decade – particularly with SDG's 10, 16 and 1. Participants were also challenged to consider the current South African context as an opportunity to initiate a renaissance in education and beyond.

Ms Marna Lourens, Conference Co-Ordinator

Ms Marna Lourens thanked Professor Madonsela for bringing the conference participants together. Professor Madonsela had been visionary in knowing who to pool together in the different panels and for making social justice once again more accessible to everyone and creating this lens. Professor Madonsela had forwarded the lens on social justice, making it more accessible, inter-disciplinary and bringing the intersectionality of different knowledge systems. It was important because Professor Madonsela was prepared to ask the hard questions that many other people were not prepared to ask. It was important for us to dismantle that which we have been used to, to create something new and to transform. All were thanked, in particular the keynote speaker – Professor Reimers, Vice-Chancellor Wim de Villiers (who aligned himself with the vision of the Social

Justice Chair, Professor Nicola Smit of the SU law Faculty (for unwavering support), the organising team Diane Gahiza, project co-ordinator, core team and other team members. The moderators (Professor Petersen, Ms Futhi Mthoba and Professor Reimers) were thanked for the wonderful engagement. Thanks were given to Professor Sakhela Bhuhlungu for closing remarks. Everyone was fantastic and provided a certain type of knowledge that brought everything together – from theory and academic to policymaking and what was happening on the ground with grassroots work. They were thanked for bringing forward the message of social justice, because if we did not start with education and our children, where would we be one day? The Social Justice Chair hoped to welcome everyone again at their next conference.

Key Resources as referenced in the Discussion:

Musa Plan for Social Justice (M-Plan):
Madonsela, Thulisile 2018. *Musa Plan for Social Justice* available at <https://socialjustice.sun.ac.za/downloads/m-plan/2018-final-expert-roundtable-report.pdf>.

Constitution of the Republic of South Africa (1996):
Republic of South Africa 1996, *Constitution of the Republic of South Africa*, available at <https://www.justice.gov.za/legislation/constitution/SAConstitution-web-eng-0.pdf>.

Equality Act (2000):
Republic of South Africa 2000, *Promotion of Equality and Prevention of Unfair Discrimination Act* available at available at https://www.gov.za/sites/default/files/gcis_document/201409/a4-001.pdf>.

Sustainable Development Goals (Particularly: SDG 1, SDG 4, SDG 10, SDG 16)
United Nations 2016, *Transforming our World: The 2030 Agenda for Sustainable Development,* United Nations A/RES/70/1, available at available at

https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20
for%20Sustainable%20Development%20web.pdf>.

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