

**Conference: “What works in School Development?”**

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**Business investment in schooling – coordination or cacophony?**

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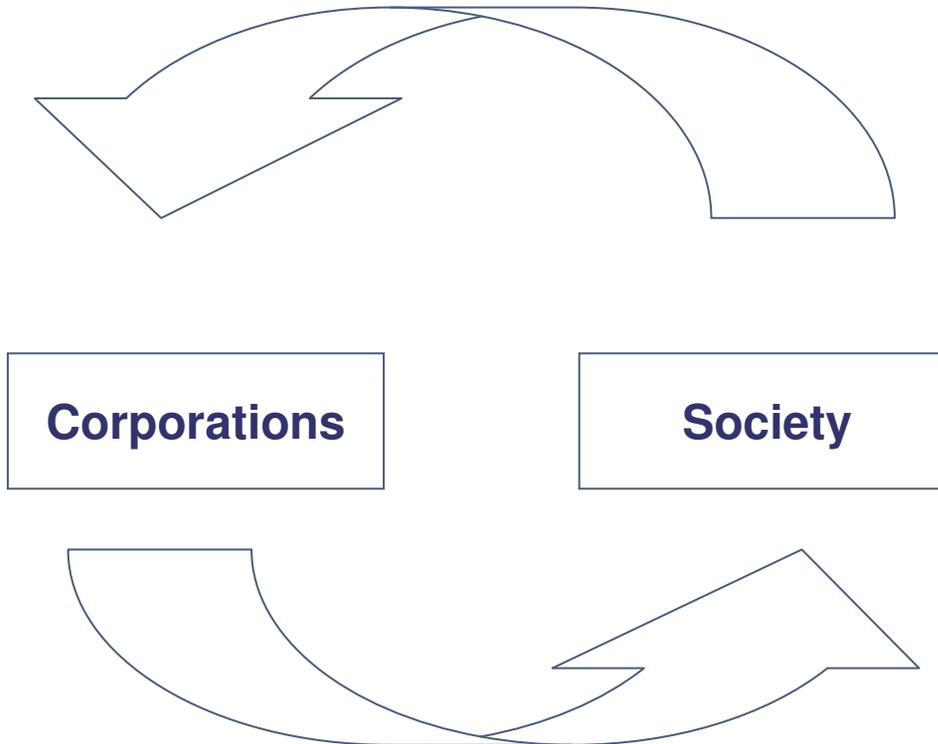
## Overview

- **Why should/does business invest in schooling?**
- **Thoughts on partnerships**
- **Coordination or cacophony?**
- **Brief comment: The Dinaledi Schools' Project**
- **Concluding remarks**

**The relationship between a corporate and society is symbiotic – existing together in a way that benefits all!**



Successful corporations need a healthy society – functional & effective education, health care systems, and equal opportunity are essential to a productive workforce and profitable consumer base.



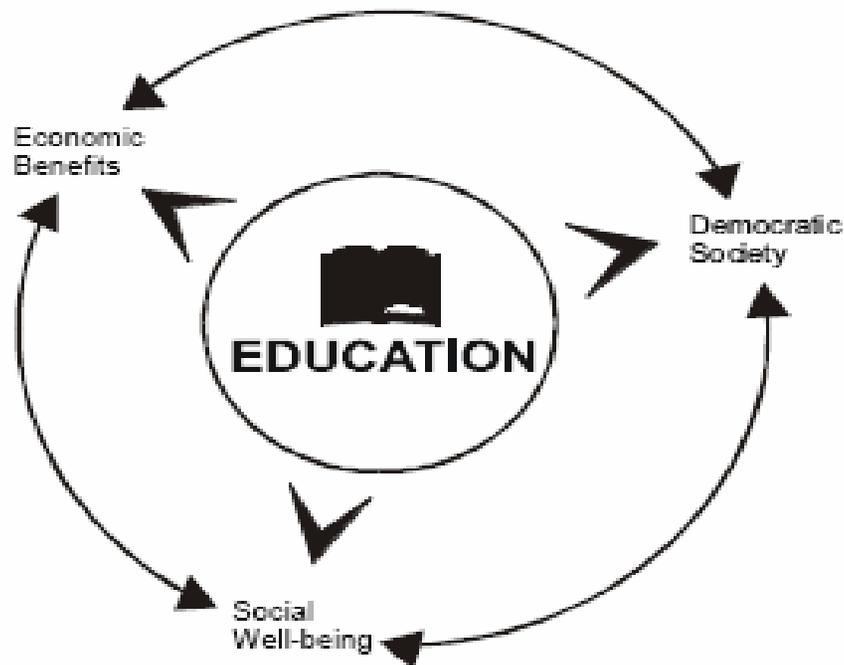
At the same time, a healthy society needs successful businesses – no social programme can rival the business sector when it comes to creating jobs, wealth, and innovation that improve standards of living and social conditions over time.

# Making a case for investing in Education

*(Source: UNESCO Training Materials, "Relationship between Literacy, Education and Development")*

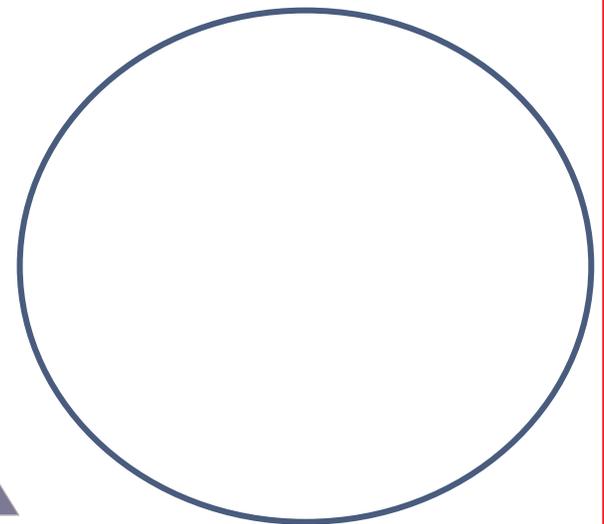
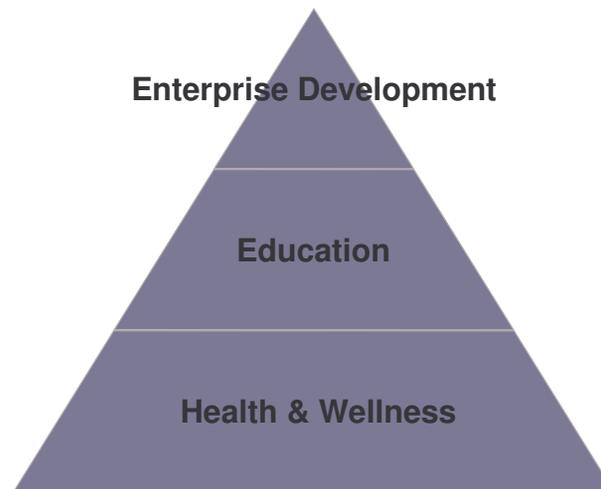
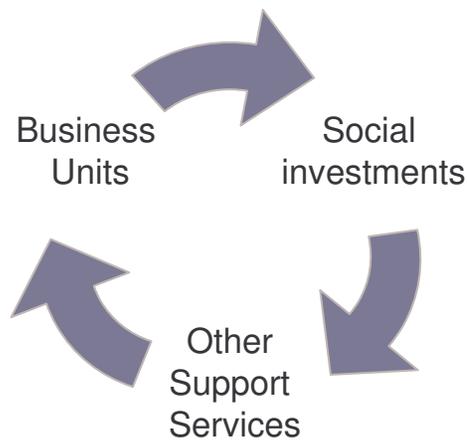


## *Development Process*



## Inside Standard Bank

**Alignment from within**   **Vehicles for social development**   **Local municipality**



## Business investment in education: Corporate Social Investment



As we noted, earlier business seems to be fast realizing the strategic role that CSI plays.

- Works from the assumption that the playing field is not even and this unevenness causes us to do less business, or to do business at a higher cost, or to increase our risk appetite.
  - Addresses those elements that in a perfect world ought to be addressed by government.
  - Argues that business does not have the luxury to wait for government to find the resources to do what it ought, or to use those resources that it does have optimally.
  - CSI provides a strategic vehicle for enhancing, expediting social development through the use of corporate money and other resources to create social value.
  - CSI rests on the application of the distinctive capabilities of business in a systematic way to address social challenges that can directly affect (in this instance, the Bank's ability to compete).

# Thoughts on partnerships



- **Parties need to come into the partnership with a firm understanding of who they are, what they need and what it takes to make them function optimally;**
- **Legitimate entities with clearly defined needs, roles and functions;**
- **All parties bring something to the partnership – the best partnerships are those in which both sides have a vested interest that cannot be compromised but in order to protect each other's vested interest, they have to work together.**

# What we expect from government

“ ... since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed” (Preamble to the Constitution of the United Nation’s Educational Scientific, and Cultural Organization – UNESCO – adopted in London on 16 November 1945).

- "I know of no safe depository of the ultimate powers of the society but the people themselves, and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion." - *Thomas Jefferson (1820)*

Therefore, government generally needs to at least:

- *Create an enabling environment in which each person can realize their potential*
- *Deliver basic services to each and every person (with regard education cf. the Constitution of the Republic of South Africa, Bill of Rights 29(1) “Everyone has the right to a basic education, including adult basic education, and to further education, which the state, through reasonable measures, must make progressively available and accessible.”*

# The needs of business



- **A competitive context that allows business to do business without incurring unnecessary costs and taking on more risk than they otherwise would**
  - *Inputs available in a particular region (human resources, natural resources, available capital, research infrastructure)*
  - *The nature of local demand – the size and sophistication of the local market*
  - *Availability and robustness of supporting industries*
- ***Growing new markets***
- ***A well-oiled pipeline for good quality human resources***
- ***A well-oiled pipeline for good quality clients***

# Coordination or cacophony?

## Consider:

- Nothing to suggest that government is not concerned – look at the percentage of the national budget that is devoted to education;
- The plethora of strategies, plans, projects, initiatives, policies.
- On the side of private companies and NGOs, there is not a shortage of great ideas, well-designed models, committed organizations and persons doing what they either believe is necessary or even what they believe is the best.
- Clear roles and functions are critical: Business needs to focus on its business whilst taking the necessary precaution not to deplete the natural (and social) resources or not to do so in an irresponsible fashion (importance of not sacrificing people for profit)
- Only governments can provide the conditions necessary for prosperity.

## Coordination or cacophony?

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If it was coordination what would it look like? A few examples:

- Within a democratic state, we'd see evidence of strong leadership from the Department of Education (DoE) would be welcomed; Strong leadership is not preclude participative decision-making.
- This would include but not be limited to: the responsibility for coordinating and channeling efforts to those things that have been deemed priorities in a systematic fashion. This would go beyond “endorsing” efforts.
- DoE might just need to be a facilitator of collaborative initiatives.
- Business and NGOs would be clear when they were rallying around a goal and when they were using their own initiatives to enhance, to explore alternatives and how these would roll back up to the national agenda.

## Brief comment: The Dinaledi Schools Project

- There is a framework for “adoption”
- The ambiguity of “adoption”
- A bit of paralysis?
  - Early starters – did they “adopt” or not?
  - Late starters – What is it that we will do differently that has not already been tried? Why hasn’t adoption worked?
- Creating parallel attempts to address the need – not particularly well-orchestrated
- Or just don’t go any where close to the project!
- Compare with: cf: the examples presented by the Departments of Education in Limpopo and the Western Cape.

## Closing remarks

- **Robust debate shouldn't paralyze action.**
- **It should help sharpen our thinking and focus.**
- **It is important to create legitimate cites of contention.**
- **However, it must clear when we need to suspend our disbelief and just do what needs to be done.**
- **Of course this means we need to adjust our tolerance levels for error that results from calculated risk.**