



Every Leader's Paper

...your report on our quest for a morally transformed society through ethical leadership

The Ethical Leadership Project's Official Newsletter

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WHAT IMPACT HAS GLOBALIZATION HAD ON RESEARCH IN SOUTH AFRICA?

It depends on how you define globalization. The standard definition of globalization is that the world is being connected up – you know, the concept of the global village, we're being connected up economically, socially, culturally – and I think that's happening, but it's not my definition of globalization.

My definition is that we're in a very new, fundamental phase of economic transformation: I call it the Third Capitalist Industrial Revolution, that begins in the 1970s/1980s. And if you conceptualize it like that, then you can understand the different impacts on universities.

The way I see it, each industrial revolution is about a hundred years long – often people think of changes within 50 years, economists talk about 50-year cycles - but I think things are much bigger. I think that we're into a new hundred-year wave. Each wave starts with something very big happening: each wave has new technology and an economic form.

I think the first wave was the 1770s. In terms of economic form, you had the family firm, the small, capitalistic, family firm; the technology was iron, foot-powered clothes-spinning, the steam engine, etc.

Now when you think of the steam engine, you think of iron mining, spinning machines – nothing to do with universities. As a matter of fact, the inventions were completely done in the backyard by innovators or inventors. That started in Britain and that gives you the wave of the First Industrial Revolution. In actual fact I think the universities remained still almost feudal. After the French Revolution (1789) they closed the universities in France and nearly closed all those in Europe. So universities were not part of the First Industrial Revolution.

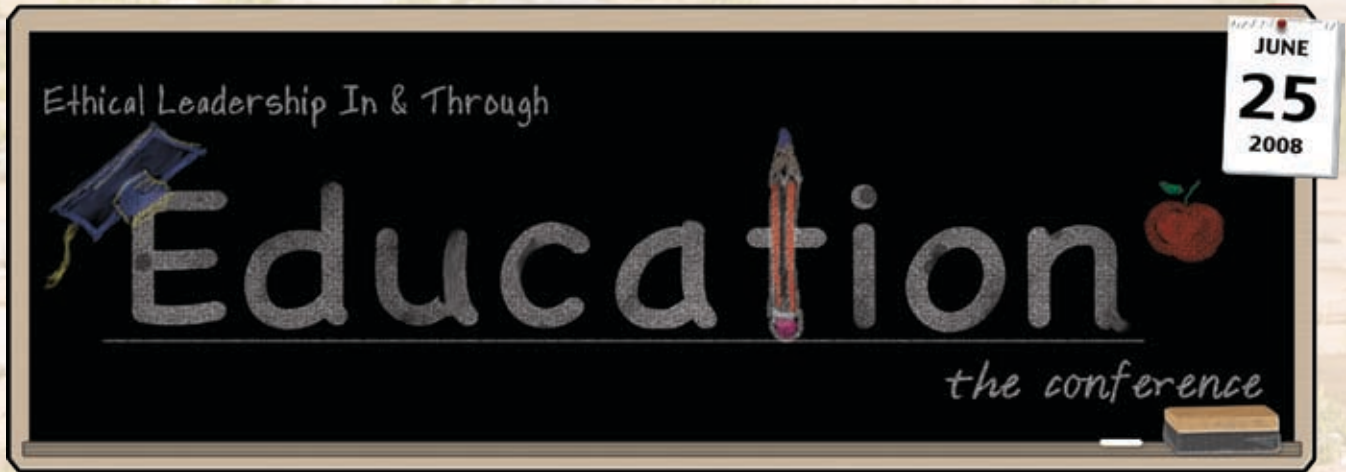
Then there was another wave, to start the Second Industrial Revolution – the 1870s (which we learned in school was around Bismarck, but was actually driven in Germany). What you were starting to get then was not family firms, but corporations – share-holding, national corporations (Siemens in Germany, Ford later on in America, Shell which is Dutch, etc.).

The new technology was electricity and chemistry. Now, even though the universities were affected by that, they still didn't play a major role. When electricity was discovered, nobody really understood how it worked: they did it by experiment – trial and error – what I call experimental science, and that was not driven mainly by universities. Some inventions, yes, but even chemistry was often outside the university. Certainly electricity was – that was Edison and the

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Neil 201-01



On the 25th of June 2008, 265 representatives from diverse educational institutions, trade unions, community-based organisations, state departments and advocacy groups converged for The Ethical Leadership in and through Education Conference at the University of the Western Cape.



Prof Yusef Waghid

The morning started with Dr Miranda Pillay (Ethical Leadership Project, University of the Western Cape) welcoming the delegates to the conference and giving a brief introduction to the Ethical Leadership Project whilst also posing the overarching question for the day, "How can the Education Sector help to build Ethical Leadership in a Democratic Civil Society?"

Delivering the keynote address The challenge of ethical leadership in education was Ms Thandi Lewin from the Department of Education. She argued that discrimination and violence - racism, sexism, homophobia and xenophobia continued to plague our communities and educational institutions. She examined the way in which the education system is responding to the ethical fundamentals articulated in the South African constitution. She ended her apposite talk by quoting Desmond Tutu, "We in this country are blessed to be endowed with outstanding leadership material and wonderfully also with considerable potential. We urge our centres of higher learning to engage in the exhilarating business of giving quality training in ethical and moral leadership skills ... perhaps one of the best ways of giving that training is by example"

(Tutu, speaking on ethical leadership in higher education, at Stellenbosch University in April).

Professor Melissa Steyn, an Associate Professor in Sociology, and director of Intercultural and Diversity Studies at the University of Cape Town, spoke next, arguing that leaders can enhance greater common wellbeing by adequately addressing educational and social institutionalised effects of past power imbalances to create equitable spaces. She said, "Unethical leadership is complacent with inequality in our spheres of influence; it is willing to participate in, or worse, to obscure inequity, it ridicules transformation, it takes benefits that can accrue on one axis of difference, and does not conscientise itself on the ways other differences may be disadvantaged by that benefit. "

Ms Suraya Jawoodeen from Nehawu asserted that disparities exist between higher education and community-based needs and services. She held that economic skills are only being developed for the higher market; whereas primary education for nurses are lacking, which results in the import of foreign nurses and the closing of public hospital beds. She said, "It is our impression that access in relation to different classes has not been addressed through any of our current policy, not at university level, not at college level and certainly not in the schooling system."

Stellenbosch University Professor Yusef Waghid argued "ethical leadership in education

ought to be constituted by reasonableness, public deliberation and compassionate action through friendship. In this way, education might have a real chance to enact transformation in society."

He stated that an educator presupposes being an ethical leader - reasonableness facilitates speech constrain and guards against freedom of speech that could cause injustice to others.

Dr Jean Baxter focused on the challenges of HIV/AIDS in education. She argued that the highest percentage of infected people and the fastest growing HIV-prevalence is amongst the youth. She called for a hermeneutical approach to understand HIV/Aids within social structures. "HIV/Aids are much more than physical infection, the environment in which we as teachers work, plays a crucial role to address the pandemic and our attitudes towards it. Schools, classrooms and our modus operandi are the very fabric for social capital and the creation of a new society."

Dr Colleen Howell (University of the Western Cape) held that society failed to accommodate disabled people's needs and what was needed to create equal opportunities was an inclusive education and training system. "It is a critical part of an equity project for education in South Africa. But there are 2 things that we need to do, we need to make a paradigm shift in the way we think about these issues; in the way we think about difference as it manifests in differences in learning needs among learners in our classroom, and we need to be willing to



change the system through the organisation of the system through the teaching and learning practices within the classroom to respond to the diversity that learners bring into the classroom.”

Professor of Education Shirley Pendlebury, and the current Director of the Children's Institute at the University of Cape Town, provided a profile of rural education indicating that 68% of children live in households that earn less than R1200 per month, while 55% of children live in rural areas. Hunger, long distances, domestic challenges and agricultural practices are instrumental in the extreme socio-economic challenges. She illustrated how one of the Nelson Mandela Foundation's research projects found that children are primarily the caretakers of their parent's rural economic interests.

Ms Fiona Lewis (Western Cape Education Department) argued for new policies to be rooted in communities, especially in early education regarding mother tongue education. Community and change is interdependent. She called for a link to social capital between youth unemployment and social exclusion. Schools cannot be the safety nets to support teachers and learners alone. She argued that much learning happens through cumulative social and cultural practices.

After a delicious lunch, Bea Mulder, the Junior Mayor of Cape Town strode to the podium, her energy the perfect tonic for the start of the afternoon. She argued for the development and shaping of ethical leadership in society. Youth encounters with ethical leadership will have a positive impact on their actions and behaviour. Leaders must embrace integrity and commitment to serve the community and advance the common good. The ultimate purpose of leadership is to shape a visionary, inclusive, and enabling future. She concluded by saying, "I believe that one person at the right time and place can make a difference. I want to be such a leader and believe that we could all do it. Let us take up the challenge and make a real difference."

Songezo Maqula (University of the Western Cape SRC) asserted that student governance lacks accountability and leads to corruption. Ethical leadership in student governance is also embedded in cooperative governance in universities. "I am sure we can all understand that by the virtue of us being student leaders we tend to also participate in the governance of the university and the work that we are doing is ethical. It is ethical in the sense that we position our operations in the essence of the socio-economic factors that most of our students face which are historically in nature."

From Stellenbosch's SRC, Willem Le Roux called for critical reflection on how leaders are identified and elected into leadership positions. He said that their position is a decision from the team, not a decision from the person. Ethical leaders are sensitive to the needs of their constituencies. "Remember, today students can achieve through meticulous preparation and clever argumentation that which in the past was achieved through petitions and protest

Songezo Maqula (CPUT SRC) and Willem Le Roux (Stellenbosch SRC) share a laugh



action. In the same way as any other leader can use these tools."

CPUT's SRC President Zukisa Nokoyo argued that good governance is not dependant on opinion or lifestyle, but on conscience. "The country is ravaged by many social evils and the youth is so overwhelmed by drugs and other harmful substances. All this uncertainty leaves the youth of this country with a mixed feeling of good sense and madness. I attribute this to a lack of ethics in and through our leaders." He goes on to say, "The first point of reference or the first classroom should be our homes, institutions of learning and our religious institutions. These are the places where education on morality and discipline are instilled. All the institutions that we superintend should be places that promote freedom of association and free expression, as to allow for a conducive environment that encourages unity, good governance and accountability."

Mr. Rudi Buys, Commissioner of the Western Cape Youth Commission argued for student leadership to have in-depth engagement on issues of politics, leadership and systemic positioning of the student movement. Young people should explore and find multiple identities in conversation with diverse notions of identity and codes of ethics.

"And yet, the most significant challenge our generation faces in building and contributing to social cohesion is that of the decolonisation of our minds in favour of the mind and ethos of umntu ngumntu ngabantu a decolonisation that will enable us to eradicate racial and gender based injustice and allow us to rekindle the essence of spirituality and

hope that is core to our collective rhythm and roots."

Finishing off this fantastic day was MEC Cameron Dugmore, who spoke on theme: The scourge of drugs, gangsterism and violence in institutions of education: towards moral renewal. MEC Dugmore declared that the Western Cape gang culture presents a phenomenon where whole families are often involved in gangs. "The very home, then, is driven by the norms and values that the ethical leader would find anathema. Our ultimate role models are, quite simply, flawed. I am not for a moment saying that all problem youth are only the children of problem parents: the variables are far more complex than that."

MEC Dugmore finished off by saying, "whilst we continue to look at the practical solutions, for the purpose of the theme of this conference, I want to conclude by saying that the ethical leader, must never be removed and aloof."

The ethical leader is, above all, human. The ethical leader is consistent. The ethical leader is principled. The ethical leader actually leads. The job description is clear: you need to actually give direction. Our learners need hope: and I mean reasonable hope. They need to believe that it's better to resist the allure of the forces we've discussed today and to work on getting a so-called good education".

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MEC Cameron Dugmore



The Triple-Helix, The 3rd Industrial Revolution & Riding The New Wave

The ELP Interview

With Professor Dave Cooper

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like doing experiments, and not connected to universities.

So you had this new technology, and you had large corporations – there were electrical engineers who were involved in lights and power-lines. And mass-production (often called Fordism) paved the way to the really big changes, and new technology like air travel, and so on. The Second Industrial Revolution encompasses the 1870s to the 1970s, and was driven, mostly, by national corporations.

I think you see an economic crisis in the early 1970s, and out of that, I think we're moving now into what I call the Third Industrial Revolution, and it is driven not by family firms or national corporations, but by transnational corporations. So now we have truly transnational firms and the technology is very different. It's this [Prof Cooper holds up his SmartPhone], it's ICT: information and communication technology, satellites, and also things like biotechnology. If you look at this [indicates the cellphone again], this technology is impossible without discoveries in quantum physics, electronics, microwaves. Universities are central to this, the technology is based on theory developed in universities. Biotechnology is impossible without DNA theory. Biotechnology includes new pharmaceutical products, genetically modified crops and so on. Understanding DNA is impossible without university research - it's rooted in the study of chemistry, genetics and biology.

I don't think we understand [the role of universities and research in the Third Industrial Revolution] at all. It's a global thing, yet I think that South African universities are stuck in the Second Industrial Revolution, which was about basic science. At UCT now, you're getting promotions if you practice basic science. I mean, what is an NRF rating? It's got nothing to do with use – an NRF rating is about basic science. We are actually simply joining the Second Industrial Revolution in basic science.

The Third Industrial Revolution is about what I call use-inspired basic research. It's basic research, but with an eye out to 'use'. So when these guys are working in their labs now, they're doing basic research to develop this [indicates his cellphone again], but they're not doing it just 'blue sky' anymore, they're thinking 'what can be the use?' And they don't develop the use – the transnational corporations put it to use – but the academics are already thinking about its potential use: use-inspired basic research – a fundamental change from pure basic research. And that is exactly what transnational corporations need most from universities right now: use-inspired basic research.

For instance, when you think of Oxford University, you think pure basic research – mathematicians, etc. - not at all: Surrounding Oxford now are electronics firms, biotechnology firms, and so on, and they're all asking Oxford University to do basic research with a use inspiration. The same with MIT, the same with Stanford, the same with Harvard.

It's starting now at UCT. In our Medical School 75% of research is funded by corporations – it's contract research. In our Engineering Faculty it's 67%, in our Commerce Faculty it's 73%. So what's going to happen in our universities is a massive demand by Big Industry for universities to lock into their needs. The common term in Higher Education literature now – and everybody's into it - is what I call the Triple Helix. The Triple Helix is UIG: universities – industry – government. But in South Africa, it is not our Education Department that's driving this. Who's driving biotechnology? It's the Department of Science and Technology – they're funding it. Who's driving ICT research? It's the Department of Science and Technology again. And if you ask them, they're thinking in terms of what they call the NSI – the National System of Innovation. They say we need an NSI, we need new discoveries all the time by universities and by the HSRC and by the CSR to help innovate our industry. So again, it's universities linked to industry and government – government is the kind of facilitator.

My argument is: Where is civil society (CS)? It's the Fourth Helix – civil society is absent. Surely community organizations need universities to do research, on transport, for instance, or housing. I don't think universities should do applied research – actually designing the trains and the buses, etc. – that can be done by industry. We need use-inspired basic research: What new transport systems can we have? In the squatter areas, what kind of new housing systems can we develop? What have we learned in Brazil? What have we learned in Korea? What kind of housing systems work for poor people?



And I think civil society – local government, women's organizations, trade unions, community organizations, etc. – need to come in as a Fourth Helix. Civil society (CS) needs to say to the universities (U), industry (I) and government (G): "Give us a place in this Helix – we need research as much as industry!"

The problem is: How can CS pay for this research? Where is Khayelitsha going to get the money? My theory is that government should fund civil society so that it can ask the universities for research. And I think if this doesn't happen, you'll see more and more of what I call academic capitalism. Academics are drifting towards servicing industry in a massive way.

So I think we must begin to understand that we're in the middle of a big change – the Third Industrial Revolution – that it's about new knowledge like ICT, biotechnology.

Universities are now central players in this Third Industrial Revolution – they weren't involved at all in the First and were a little bit in the Second, but they are centre stage in the Third. And it's industry that's sharing that centre stage with universities.

I think that there are two ethical questions here. The one is: How can communities plug

into this so that they can get the research that's done for them?

The second ethical issue is massive. I don't think we know how to use these scientific discoveries democratically. For instance, with DNA research: okay, you can create all sorts of biotechnology, you can alter human genes, you can alter all these crops - but I don't think we can leave it to the scientists to make these kinds of ethical choices. We need ethical scientific debate. If science is so central now to our technology, then we need a whole lot of ethical debates about how we use this science.

The same with ICT - maybe cellphones have become quite democratic (I see ordinary domestic workers with cellphones) - but much of ICT is out of the reach of ordinary people. So we need an ethical debate: What are the ethical implications of these new technologies for poor people?

Maybe it's because I'm a sociologist, but I'm incredibly pessimistic about nuclear power. With over 500 nuclear power stations the size of Chernobyl, it's going to be impossible in the next 200 years to not have a nuclear disaster. And that kind of disaster is not just a small disaster, it's a life-threatening disaster. I saw this film on DSTV: Gorbachev was really worried because they realised that Chernobyl could have melted down under the ground and eventually hit a river that flowed out into the Black Sea. They actually sent soldiers down to build a layer of concrete underneath the disaster area (these soldiers have now all died). A whole Russian army went in for about 9 months to actually encase Chernobyl in concrete. These soldiers died to save Russia, and not just Russia - if this thing had burnt through to the rivers it would have flowed to the Black Sea, and gone across all of Europe - conceivably, the whole world could have been contaminated. And now Europe's going back to nuclear power. My experience as a sociologist is that the chances for human error are going to happen. Chernobyl happened because people were playing around, they were breaking the rules, they were doing experiments they shouldn't have - people are going to do this. Ten-mile island nearly happened in America. Why isn't there a debate? People just want cheap electricity. Absolute disasters are going to happen.

The genetic modification of crops can have massive implications too. The genetic modification of human beings is even scarier - we can now alter entire human beings! Imagine a Hitler in charge of a laboratory - could we see an army of genetically modified cannibals scouring the world?

So I think, at two levels, we need civil society to come in as the fourth player, with industry and government, to have an input in university research - it's ethically crucial. And then, if science is so important to our very being, to our technology, and science is rooted in universities, then in that sense, universities are central to technological development - who controls this? Professors do what they like - it's called autonomous

research - you raise the money, you can do what you like. Is that ethical? Who is going and looking at what is being researched and the ways in which that research is conducted?

In that sense I'm linking universities and science and ethics directly to a really fundamental change that is happening.

SO HOW ARE WE GOING TO GET CIVIL SOCIETY ON BOARD?

I think the first thing is to actually make people aware of the big wave - that we are in a new Industrial Revolution. I mean, again there's now a debate about having a 4-year degree not an undergrad - surely we should have that debate in terms of whether we need 4-year trained people. I think we don't, I think we need 3-year trained people in universities of technology, who are trained as [Prof Cooper indicates the camera crew] for example, journalists or TV editors. I think we need 3-year professional training - I'm not convinced we need a fourth year. What we need after that are Masters professionals. We need two layers: we need Masters Professionals, and then a 3-year more career-oriented degree and then PhDs who can actually get involved in the use-inspired basic research I mentioned earlier. I don't see what the purpose of a 4-year degree is.

WHAT WERE THE REASONS?

Well in America they have a 4-year. Everybody does a 4-year and then they go on to Masters. They do a 4-year because it's luxurious enough in America - and then they go and do technical training. Or they don't ever go on to that, they go into a community college.

CAN WE AFFORD TO HAVE 4-YEAR DEGREES?

I think we need a strategy for a 3-year career-oriented degree. We need to give people an undergraduate degree in three years, where most of them will either go to a technikon for further technical training or go on to a Professional Masters. We need a whole layer

of MBA-type, Masters managerial people, to manage the modern society.

Again, I think we need to look at it globally. I mean, we're just saying "we need a 4-year degree because people are not getting through in three" - it's too South African! We have got specific problems, but we can't discuss it outside of the international trends.

Like in Europe now, 26 countries have signed the Bologna Agreement - the "3 + 2". They're all going to have a 3-year degree and then a 2-year Masters. Now okay, the 3-year is after A-levels, so their three years follow a bit more. But maybe we want to do that - let's open it up: say we want to follow the Bologna Agreement, we want the 3 + 2, and the European '3' is actually our 4th. But then I would say, "Can we afford that? Do we want to follow the European model? Don't we rather want polytechs?" Again there are ethical issues. I just think we need to be more global in our thinking - we need to locate ourselves in terms of global trends.

I'M STILL CONCERNED WITH THE EARLIER POINT THAT 75% OF OUR RESEARCH IS BEING DONE FOR TRANSNATIONALS AND BIG BUSINESS...

Well yes - it's contract research. Our department's funding is only 14% NRF. Medicine and engineering has under 5% NRF funding. People tend to think that the NRF is the main funder, but it's not.

IT CONCERNS ME THAT, WHILE OUT IN CIVIL SOCIETY, ATTENDING FOOD PRICE SUMMITS, ETC. THE EDUCATIONAL FRATERNITY IS SO CONSPICUOUS IN THEIR ABSENCE. WITH LABOUR, BUSINESS AND GOVERNMENT TAKING PART, WHERE IS EDUCATION?

If universities are now the central hub of this Third Revolution, I agree, universities need to be centre stage. And it's not mainly students, it's research - teaching is important, to transmit the knowledge - but the essence of



this revolution is new knowledge. That's what industry wants, and that's what civil society should want – new knowledge in how to create new housing schemes, for instance.

SO WHY DO YOU THINK RESEARCHERS ARE ABSENT AT THESE CIVIL SOCIETY DEBATES AND SUMMITS, ETC.?

I think at the time of the French Revolution universities remained teaching institutions and I think in the 1800s, starting with the German universities and then the American universities, they added basic research to teaching. So it was expected, like the NRF are reiterating, to do basic research, develop new knowledge. That started in Germany in the 1850s, in America in the 1890s, and they really consolidated it all after the Second World War. I don't think we've ever actually consolidated research at our universities. So, we're simply making what I call the First Academic Revolution. The Second Academic Revolution is when your mission is to help with societal development.

So while I see three industrial revolutions, I see two academic revolutions. The First Academic Revolution is where research is joined to teaching. And that is what UCT is going through now. In America, in order to be a 'research' university, you need to graduate 50 PhDs a year. Do you know how many PhDs our department graduated in the 1980s? Three. The whole of the eighties – three PhD graduates. In the whole of the nineties, we graduated about five PhDs. I've just been to a UCT graduation where for the first time the university (as a whole) graduated more than fifty PhDs. So, I think because of apartheid, we're still wrapped up in actually achieving this first goal - getting PhDs on the ground.

AS A POTENTIAL PHD CANDIDATE - AND I'M BASED AT AN ACADEMIC INSTITUTION AND HAVE WORKED FOR ONE ALWAYS - I THINK THE PROBLEM IS ALSO IN THE LEVEL OF SUPPORT YOU GET.

Yes, it's terrible. We're still having the First Academic Revolution. For instance, a proper PhD program requires coursework, compulsory coursework. America started building PhD programs in the 1880s, and they started with coursework and a thesis. We're still stuck with a thesis-only [PhD program].

The new National Qualification Framework (NQF) regulations for universities forbids coursework to be subsidized by the government – only theses. So you can add coursework, but you can't get a subsidy.

It's an uphill struggle. I've said to my staff, "There are thirteen of us, we've all got PhDs – I want everybody to supervise three PhDs. Thirteen threes – I want 39 PhDs in this department." But you know, to get space for this is a nightmare – academics won't give up space! We only have space for academic rooms, we don't have PhD and Masters' space. To get it I went to Marcel Golding who

is the CEO because he was my student, I put his Honors dissertation on his desk and said "Marcel you owe me. A PhD program is four years, I want a bursary of R125 000 per year for four years. That's a R500 000 donation."

He gave it to me - but first he asked, "Why do you need PhDs?"

And he's an educated guy, and a thinker. So even to persuade our elite that the country needs PhDs is often seen as quite reactionary.

But we have to have a layer of PhDs. A layer of PhDs, a layer of Masters' and a layer of good 3-year degree holders. People can do a lot of good things with a 3-year degree – especially in technicians. Now the technicians are trying to copy the universities, it's crazy! Train in a journalism student to be a journalist in 3 years!

In our department we're being very strict. I want all my staff to be doing their own research and so PhD students come in like in a physics lab – they must be apprentices in the projects that the academics are doing – they must fit in to the academics' area and work like a team so that a culture can form. I'm trying to get rooms so that each academic has a room for their team where they can get to know one another, and a cafeteria, a braai area, etc. So PhD candidates need to provide a 3-page "ideas" proposal and have a supervisor interested as a basic requirement, then they should provisionally register, and take about a year to write a proper proposal under supervision.

WHAT ARE THE FACTORS THAT DETERMINE WHAT IS RESEARCHED?

Two things are determining research at the moment.

If you're part of that First Academic Revolution you're doing what I call "blue sky" research or curiosity research – it's what a professor is curious about – which is not also a bad thing because it discovers things. So that's the aspect that drives that kind of research.

The other research is contract research and then it depends on who's paying – and industry is the big funder of that.

Those are the two main forms of research.

PROF YUSEF WAGHID OF STELLENBOSCH UNIVERSITY WAS HERE AND HE TALKED ABOUT THE FACT THAT UNIVERSITIES ARE DELIVERING TECHNOCRATS RIGHT NOW, AND THERE'S NO SPACE FOR THE EMOTIONAL PART OF THE HUMAN BEING...

A lot of people are saying that universities are becoming managerial, and yes, there is managerialism and yes, you are getting technocrats to some extent. But if you follow my idea of the new transnationals and new technology like ICT, biotech, and the kind of research is use-inspired basic research, what I think is happening is that people are being told, "You can do basic research, but what is the use? Is it developing crops, etc." And I think industry is putting a massive stamp on that.

So even with Science and Technology and the NQF, there are these themes.

And there's a big pressure to get it done quickly. I mean the worst pressure is like in the HSRC, where they have to fund half of it. So there isn't time to play – which is a sort of a contradiction because Industry knows that it's only when you let people play that they're going to get the really big inventions.

So on the one hand it's closing the space creatively, but also, because it's industry-driven, they're only thinking about what will make profits, because transnationals are driven by profitability as a capitalist corporation.

So there aren't many researchers saying, "Even though this isn't going to be profitable, it will improve people's lives – let's do that sort of research!"

I see it more in terms of the Triple-Helix – universities, government and industry sort of locking everybody in to a more contract- kind of research, the use-inspired basic research. And it's big.

Have you heard of the Framework programs in Europe? In the 1980s they started the first Framework program – billions of Euros – to fund research for industrial competitiveness. They said, "We are not competing with Japan." The Irish just voted against the European Common Market – in the long run, I don't think they're going to keep voting against it in the long run – Europe's going to happen. Since the 1980s, all European countries came together for the first Framework program to fund industrial-linked research. They're now on the Seventh Framework program. It's €50 billion – fifty billion euros of research! You can't get that money unless at least three or four countries are involved – so you can't just give it to German research, it has to be German, French, Polish, Hungarian, etc. There are now 27 countries who are into it – it's big, big. The Framework programs are driving what I would call more applied research. Now they've decided applied research is not enough – use-inspired basic research [is needed] – so they've now formed the European Research Council, like our NRF, to fund more basic research. There are 22 leading scientists on it. It's all to drive basic research – that's got an industry link.

So it's very difficult to do non-industrial research in Europe now – the money is big and academics want the money to do their research.

I've studied 11 research groups and a good example was this wine biotechnology group. They had two programs, both doing genetic experiments. Wine smells different if you play with the genes of the crops and they figured it would sell better if it smelled better, so the one program was to improve the smell of the wine. The other program was to make the grapes more resistant to pests. So genetic experiments to either make a grape that smelled better or a grape that was more pest-resistant. You had to lock into those two programs and that was

it. It was funded by the wine industry and they were doing that. But then the director left for Australia because there was a bigger research group there. With the other group there was not enough money from our wine industry so they ran back to the department to do teaching.

It's what I call mission-driven, you've got to stick to certain missions, certain directions, and then the money will come. And research can't be done without money. Academics don't necessarily like money, but they like the status of being important researchers, and you can't become an important researcher without the money. I think it's locking people in, and that's why I think you need civil society organizations to come in. But even with trade unions, they're not always aware. And with students – students are more concerned about the teaching. That's why you need more post-graduates – I think they will be a more powerful voice. We desperately need to build up the post-graduate – Masters, PhD – numbers.

The new director of the NRF is a guy who graduated from Fort Hare and went to America for 20 years. He's come back and is pushing PhD numbers – he's aware of it.

AS WE'RE TALKING I'M JUST TALKING ABOUT THE ELITISM OF THE EDUCATIONAL FRATERNITY AND CIVIL SOCIETY NOT WANTING TO GET INVOLVED BECAUSE THEY DON'T KNOW HOW TO ENGAGE – BECAUSE THEY'RE WORRIED ABOUT THAT DIVIDE BETWEEN THE TWO.

My problem when I push 39 PhD members in my department is that the progressive members say, "What for? You know these guys will just become very wealthy...so?" You know, in UCT in the 1980s, when black students first came into UCT, they all spoke with township accents – you don't hear township accents that easily any more. They've all gone to 'good' schools and they are doing well, they will become Masters and PhDs – but I wonder how much of it are they going to return to the community? So it's a problem – how do you get universities locked into the community?

THAT'S THE QUESTION WE'VE HAD FOR EVERYBODY – WHAT'S THE LINK BETWEEN EDUCATION AND THE COMMUNITY? CAN YOU GIVE SOME PRACTICAL EXAMPLES?

See, I think what you need is Local Government and organizations to have the money for research – they need to set the missions and control that money, but the money should come from National Government.

Another way is a sort of consortium of industry and government where they fund it and community organizations have a say over that. But this mission has to be shaped by local communities and Local Government.

And it is happening. Now in Europe many universities are not locking into National Government. In America, in the Boston area – the eight big universities, Harvard, MIT, Brandhurst etc. – have all gotten together to

see how they can improve the Boston region. The same is going on around Oxford. So there is a trend towards your local industry needing you – but again you need to bring communities into this.

UCT HAS BEEN CRITICIZED RECENTLY ABOUT DIFFERENT PERCENTAGES FOR DIFFERENT RACIAL GROUPS FOR ADMISSION ENTRY INTO THE MEDICAL SCHOOL. WHAT ARE YOUR THOUGHTS ABOUT IT?

Look I do believe in racial representivity, I think it has to be done not completely rigidly, but it has to happen, I don't see a problem with that.

PEOPLE ARE SAYING THAT 15 YEARS AFTER APARTHEID, THAT HAVING CERTAIN RACIAL CATEGORIES HAVE TO HAVE A HIGHER PERCENTAGE THAN OTHERS FOR THE SAME ENTRY...

Look I think we need that, I think we need other percentages. We need a class criteria, which is not so difficult to do – you work on a school background, so you know the school area, the postal code of the school. We're trying to do it at UCT – link schools to a postal code, then we know which are the more working class postal codes. In the 1980s I had a Masters student who studied where UCT students came from – they were mainly white and some coloured students – he found that the most of the white students came from 80 schools. Eighty schools across the country. There were hundreds of white schools, but only 80 supplied UCT students. With coloured schools it was about five or six in Cape Town. It hasn't really changed. I think there's a racial thing, but I think we need to take students from poorer schools. In actual fact, I've never met a white UCT student coming from Woodstock High. There is a Woodstock High, which used to be white, but I've never met a student from Woodstock High.

We just advertised two posts – a lecturer post and a professorship – and there was a big argument in the committee about the advert.

UCT has a clause saying 'Applicants will be subject to UCT equity policy', broadly, which is very vague – nobody really knows what that means! You're allowed that general one or you can have a second clause. Well we chose to have a second clause, which stated, 'We strongly encourage black (coloured, African and Indian) applicants from


South Africa and Southern Africa'. But then we added a second bit that said, 'Any suitably qualified people are also encouraged to apply' – so we didn't want a white male to think there's no hope, but we were encouraging black people to apply. The committee felt that we had to advertise the professorship internationally, and we found that the Association of Commonwealth Universities won't take an advert to Indian universities, Nigerian universities, Caribbean universities – you know, pretty much everywhere we wanted it to go – if it contains a racial restriction clause. So we split the advert! The professor ad has the general clause and the lecturer the specific. Then we were told that you can't add on. You can say that you strongly encourage black candidates to apply – but you can't add the second qualifier that anybody else can apply because UCT only allows one qualifier. So now the ad just strongly encourages black people to apply.

But then, in the committee there are 14 people and none of them think the same about it – it's going to go to a vote. There are some in the committee who feel that anybody should be appointed if they're excellent. There are at least one or two on the committee who believe we should only appoint Africans – South African Africans – if we get somebody good enough to be appointed. So it's a debate.

BUT IT IS IMPORTANT THAT THERE IS SPACE FOR THIS KIND OF DEBATE – IT DOESN'T HAPPEN AS EASILY AT OTHER INSTITUTIONS...

Look there was a very bitter debate when a white professor gave an inaugural address where he said he didn't think we should have a quota – that you should appoint the best lecturer, the best qualified. That caused incredible tension. That debate didn't end well – everybody just ended up hating each other.

BUT IT IS HAPPENING, RIGHT? THERE IS AT LEAST A DIALOGUE ON CRITICAL ISSUES LIKE RACE AND CLASS...

There is *some* dialogue, yes. 



Ethical Leadership In & Through

Education

the workshops

OCT
22
2008

OCT
21
2008

On the 21st and 22nd of October 2008, the Ethical Leadership Project hosted two workshops with learners from various schools from the Atlantis area. The workshops, held at Atlantis Secondary School, were facilitated by David Abrahams and Neville Naidoo of Distinctive Choice Development Consultants and sought to engage with Grade 11 learners regarding ethical leadership knowledge, values and skills in and through education in the Western Cape. Eager learners from Proteus and Robinvale Secondary Schools attended the workshops on the first day, while on the second they came from Atlantis and Saxon Sea Secondary Schools.

The workshops began by using the "broken telephone" game as a fun listening and communication exercise, where the participants learnt the ideas that good listening can encourage trust, improve understanding and promote positive communication. And of course, they learnt not to believe everything you hear.

Using SABC2's popular drama, Sewende Laan, the facilitators began to introduce and explore the issues of ethical leadership. David Abrahams introduced the discussion by getting the learners to relay the current key plot lines of the show, as a means of introducing key ethical issues that they could all relate to. As we soon found out, most of these learners were avid viewers of the show, and these conversations soon became heated debates as they discussed the characters' behaviour and ethical dilemmas. And it soon became apparent that they were grasping the concept of ethical leadership as a number of valid points were brought up including that rights go with responsibilities; that one needs to take responsibility for your actions; to listen to all points of view before making judgements; don't assume entitlement, etc.

Facilitator Neville Naidoo lead the next exercise, as he divided the groups up by finding common links between them, until the learners were in small groups, where they created names for their groups, based on these shared characteristics.

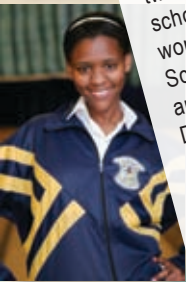
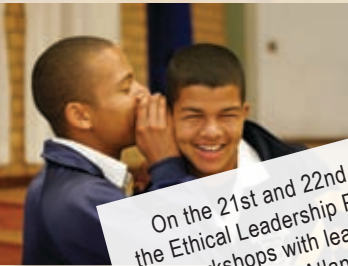
One of the exercises that the learners really enjoyed was when they had to come up with three statements about themselves, two being truthful, and one being a lie, and the others had to guess which of the three was the lie.

After lunch, the learners then returned to their smaller groups to continue their discussion on ethical leadership, specifically when it came to leadership for young people in Atlantis. Facilitator David Abrahams hosted a mock-television show, "Kollig", with one learner from each group as his guests, as they discussed what sort of leadership they think they needed. This exercise again started a heated debate, as they discussed whether the role-models they have at present time were actually suitable to be role-models, especially regarding ethical behaviour.

After returning to their groups, the learners began to discuss what characteristics an ethical leader really needs. Each group selected another spokesperson, who outlined what they had decided on. A number of common values stood out such as respect, honesty, selflessness, confidence, responsibility, communication and trust.

Finally to end the day, each learner was asked to come up with one word to sum up their experience of the day and this is what some of them had to say:

"Wonderful", "Energetic", "Kwaai", "Duidelik", "Necessary", "Fantastic", "Interesting", "Informative", "Empowering", "Entertaining", "Meaningful" ...





ETHICAL LEADERSHIP IN & THROUGH

THE WORKSHOPS

Two successful workshops were held in Khayelitsha on the 17th and 18th of September 2008. Despite the heavy rains and cold conditions more than 150 community members attended the workshops which revolved around Ethical Political Leadership. Both workshops were facilitated by David Abrahams of Distinctive Choice Development Consultants. The first workshop was held at Lookout Hill, and the second at the Andile Msizi Hall. Most of the community members who attended were leaders of their respective wards.

After introductions were made, the participants were divided into smaller groups and were asked to identify their top five leaders at any level, and despite never being directed to, all the leaders nominated were political. Their reasoning for this was that politics dominates our news, and politicians have a great influence on our lives, and as a community many of them face challenges that only politicians and policy-makers can solve.

Before moving onto exploring the meaning of ethical political leadership, David asked everybody to identify what they sought in a political leader. The participants drew up a long list of characteristics - honesty, trustworthiness, intelligence, commitment, accessibility, respect, disciplined, etc. These were just a few of those mentioned, but it was clear that the participants believed that their leaders needed to be ethical.

After a delicious lunch, the workshop moved onto what challenges there were for ethical political leadership in South Africa, as well as in their local communities. A number of valid points were made, such as that all leaders needed to have an ethical value system that informs

everything they say and do. There needed to be zero-tolerance when it came to corruption, and leaders needed to be accountable for their actions; They wanted politicians to stop thinking about themselves and their political parties, but to focus on the people who elected them. Regarding the community, they believed that not enough were giving back to their communities, and too many leaders had personal agendas rather than the community at heart, and leave those that voted for them behind once they are in power. Many believed that we had lost the values we fought for in the struggle against apartheid.

However despite the many challenges they faced, the participants seemed optimistic about the future of the country, and believed that ethical leaders were out there, and it was up to us to identify them. They were grateful to the Ethical Leadership Project for the opportunity, thanking all involved afterwards. The workshops were considered a resounding success by all who attended.

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ELP END OF YEAR PARTY 2008

Rhapsody, Tygervalley Waterfront

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