



University of Fort Hare
Together in Excellence

Institutional Advancement

This Week @FORT HARE

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RETURN OF THE FINAL COHORT OF STUDENTS AND STAFF

Update from
Prof Sakhela Buhlungu
on 30 September 2020



// Prof Sakhela Buhlungu

Dear Staff and Students

Permits for the final cohort of students

The issuing of permits for the staggered return of the 3rd cohort of students to campus will commence from 1 October 2020. The return will be phased over three weeks to ensure safety. The last group will return in the final week of October.

Teaching and learning

Multimodal teaching and learning will continue.

Staff return

Next week all Management Executive Committee (MEC) members and members of the Extended Management Team (EMT) who have not yet been back need to return together with their support staff.

In the following week, starting on the 12th of October, the remainder of staff are required to return. In some cases, as recommended by line managers, staff will return on a rotational basis where required in order to adhere to the protocols of social distancing.

No permits will be required, but staff will need to present their staff cards.

Employees over the age of 60 and staff with stated comorbidities as submitted to HR should continue to work from home for the time being. We are seeking advice, and will communicate further on this next week.

Health protocols

Screening of staff and students at all entrances will continue. Staff and students need to complete the UFH screening app before entering campus. Temperature screening and screening outcome checks will be conducted at all entrances to buildings. Persons not wearing a mask will not be allowed to enter the University premises. Sanitizers will be available at all venues. There will be regular cleaning of venues after use.

Social distancing

Meetings will continue to be conducted online until further notice. Gatherings should be limited and need to comply with the national regulations for inside and outside gatherings. This includes not exceeding 50% of venue capacity to a maximum of 250 in a venue indoors that can accommodate more than 500. Attendance registers for all gatherings should be kept.

International students currently outside of South Africa

International students who were residing outside of the country during the lockdown period may return in accordance with the national COGTA regulations for return.

Continued social solidarity

Respectful and responsible behaviour by all is required to carry us through this phase. Covid-19 prevention is up to each of us.

We are looking forward to welcoming back the last of our staff and students.

Sincerely

Professor Sakhela Buhlungu
Vice-Chancellor and Principal

In conversation with Professor Sonwabile Mnwana

Professor Sonwabile Mnwana is an accomplished researcher and author whose work has been very influential and made meaningful impact in attaining and maintaining social justice. His studies have earned him several research fellowships and awards, including a prestigious 2019 visiting fellowship at Stellenbosch's Institute for Advanced Studies (STIAS). He is also a research associate at the Society, Work and Politics Institute based at the University of the

Witwatersrand and a visiting fellow at the Institute for Advanced Studies in the Humanities, University of Edinburgh (UK).

Broadly, his research focuses on meanings of land, large-scale natural resource extraction and rural social change. For several years he has led the execution of a detailed study that investigated the multiple impacts of platinum mining on rural communities in the North West and Limpopo provinces.

Prof Mnwana has taught sociology and education modules at the Fort Hare, Cape Town and Wits universities. He is also a former President of the South African Sociological Association (2016-2017). He has authored and co-authored numerous academic papers and book chapters, and penned several opinion pieces.

Listed below are some of his projects and published works:

Current Research Project:

Land, Resources and Distributive Struggles in the Rural Mining Frontiers

Latest Publications:

- *Land reform, rural inequality and agrarian change: the case of Isidenge*
- *Custom' and fractured 'community': mining, property disputes and law on the platinum belt, South Africa.*
- *Chiefs, land and distributive struggles on the platinum belt, South Africa. Traditional Leaders in a Democracy: Resources, Respect and Resistance.*
- *Mine mechanisation and distributional conflict in rural South Africa.*

This Week@Fort Hare was very fortunate to get an opportunity to squeeze in a few questions into Prof Mnwana's busy schedule.



// Prof Sonwabile Mnwana

Continued on next page...

Who is Prof Mwanza?

I was born and raised in Ngqamakhwe, in the Eastern Cape. I grew up in Thoboyi village under the guidance of my maternal grandmother Nomfusi Agness Benya Matafeni – a formidable woman whose love for education inspired me to overlook many impediments and to always strive for excellence. I am the firstborn and only child to my late mother Nolitha Penelope Matafeni. My first occupation was tending to and herding the family's stock of sheep and cattle as they grazed in the open fields. My first sport was bird trapping and bug hunting during the hot wet summers and dry windy winters of the old Transkei rural 'homeland' during the mid-1980's. Perhaps it was my early curiosity in observing the behaviour of birds and bugs which sparked the interest to study group behaviour among humans!

I am an Associate Professor and former Head of Department of Sociology at the University of Fort Hare (UFH), East London. Prior to joining the University of Fort Hare, I was Deputy Director and Senior Researcher at the Society, Work and Politics Institute (SWOP), University of the Witwatersrand, Johannesburg. Before joining SWOP, I held a post-doctoral fellowship at the University of Cape Town. I hold a PhD in Social Sciences (Sociology) from the University of Fort Hare. I am also a former secondary school teacher.

Between 2016 and 2017 I served as the President of the South African Sociological Association (SASA), the largest association of sociologists in Africa. I am a recipient of several research fellowships and awards, including a prestigious 2019 visiting fellowship at the Stellenbosch Institute for Advanced Studies (STIAS). I am also a research associate at the Society, Work and Politics Institute, University of the Witwatersrand.

Please tell us about your research interests. Also share with us your past and current work/projects

I am a principal investigator for a number of research projects. My current research focuses on large-scale resource extraction and rural social change. For more than 12 years I have led a number of studies that investigate meanings of land and distributive politics and struggles in South Africa's rural mining frontiers. My research focuses on rural inequality, struggles over land and mining revenues, livelihoods and socio-economic rights, in the face of adverse multiple impacts of extractive expansion.

I currently lead the following research projects:

- **Land, Resources and Distributive Struggles in South Africa's Rural Frontiers of Extraction**

The study is grounded in literature on natural resources and politics of distribution. Scholars have tabled radical proposals and imaginaries on national wealth distribution, particularly for the 'developing' nations in the Global South. These emerging debates, however, tend to lay more emphasis on the role of nation states and their social security mechanisms. The role of extractive industries, particularly large scale mining, as a redistributive agent at a local level has so far received limited empirical attention, despite the industry's repositioning as an agent of local development through corporate social responsibility programmes. Moreover, there has not been a detailed empirical focus on how poor themselves imagine distribution and development. We analyse emerging struggles and resistance to mining (mineral extraction) and other forms of resource extraction (fracking, bioprospecting, industrial usage of water resources etc.) in the rural mining frontiers.

The project was initially funded by the Open Society Foundation (OSF) South Africa. It has also received funding from Friedrich-Ebert-Stiftung South Africa (FES).

- **Shifting Meanings and Institutional Hierarchies: Land and Rural Inequality in Southern Africa (2017-2021)**

This is a collaborative project funded by the Southern Centre for Inequality Studies (SCIS). The project seeks to investigate local meanings and institutions that regulate social relations over rural land and natural resources. We are particularly interested in how such institutions shape the character of rural inequality in South Africa, particularly in moments when land values increase and social and political institutions that regulate access, control and distribution of land rights change. We aim to broaden the analysis of rural land holdings in the context of land reform. We investigate the phenomenon also focusing on the post-apartheid policy on rural development and land reform.

This collaborative project is between the University of Fort Hare and University of Oxford in the UK. Other researchers in this project are Professor William Beinart (based at the African Studies Centre, University of Oxford in the UK.) and Professor Luvuyo Wotshela (based at the University of Fort Hare). So far, we have been investigating land reform and inequality in the Isidenge Valley, Stutterheim, Eastern Cape. This is our first case study. We have produced a paper, which we published with a reputable peer-reviewed journal (see [Land reform, rural inequality and agrarian change: the case of Isidenge](#)).

What do you think are your most significant research accomplishments?

My research profile has gained momentum over the past years. I was recently awarded the following prestigious fellowships in recognition of research excellence.

- **STIAS Fellowship:** A visiting fellowship awarded by the Stellenbosch Institute for Advanced Studies (STIAS) in 2019.
- **IASH Catalyst Residential Fellowship 2020:** A competitive fellowship for established researchers hosted by the Institute for Advanced Studies in the Humanities, in partnership with the Centre of African Studies, at the University of Edinburgh (UK).
- Other notable research recognitions include the **Wits Exceptional Research** (University of the Witwatersrand, 2016), and **Vice Chancellors Award for Research Excellence** (University of Fort Hare 2019).

How do you ensure your research is well communicated, digested and acted on?

In addition to commissioned papers, I have published widely in peer-reviewed national and international journals such as the:

- *Review of African Political Economy,*
- *The Extractive Industries and Society,*
- *Labour, Capital and Society,*
- *Resource Policy.*

I am also a public intellectual whose research makes a notable contribution to social justice causes. I have also written several op-eds and other informative pieces based on my research.

THE FORT HARE FRIDAY SEMINAR SERIES:

I also believe seminars can be effective spaces for knowledge dissemination and sharing of ideas. In 2018, a few months after joining the University of Fort Hare, I conceptualised a robust seminar series known as the **Fort Hare Friday Seminar Series (FHFSS)**.

This is a joint collaboration between the Department of Sociology and Anthropology (Fort Hare) and Friedrich-Ebert-Stiftung South Africa (FES). The seminar series presents our new research which critically engages with some of the emerging issues and questions in post-apartheid South Africa, including 'the land issue', corruption, gender, inequality, unemployment and other topics.

This seminar series has been extremely successful. It attracts a diverse audience of senior and emerging academics, postgrad students, NGOs, policy analysts, activists, diplomats, politicians, lawyers, government officials, black farmers etc. In 2020 we had to hold our seminars virtually due to the Covid-19 pandemic. This has presented another opportunity – we have had a further surge in numbers of participants and a steady expression of interest from international audiences.

So far, our key focus has been on the land debate and the struggles of the landless poor. The call for radical change under the banner of 'land' comes not surprisingly, at a time when the South African economy is in decline with high unemployment numbers. It also occurs when the majority of young people is without any perspective for a secure future. The 'land debate' however, remains deeply political. As a result, many gaps, distortions and poor interpretations exist. In an attempt to address some of these gaps, the FHFSS creates a space for open, robust and empirically informed dialogue.

What has been the greatest impact of your work?

Through my research, I have contributed to several advocacy issues, particularly on land rights and rural communities. In 2016, I was invited to participate as one of the experts in the Land Working Groups of the High-Level Panel on Land Policy in South Africa (2016-2017) chaired by Former State President Kgalema Motlanthe. The final report of this Panel was published in December 2017.

One of my co-authored research reports entitled: *No chief ever bought a piece of land: Struggles over property, community and mining in the Bakgatla-ba-Kgafela Traditional Authority Area* (see: <https://www.swop.org.za/working-papers>) has become very influential and a major point of defence in courts, that rural communities use when defending their land rights against powerful abusive local chiefs, government officials and mining investors.

What advice would you give to Young Researchers out there?

Knowledge production is one of the most exciting human endeavors. However, it requires massive portions of curiosity, interest and patience. It can also demand a lot of time and money! So far, I have not seen any short cuts!

DR MATLHAKO ENVISIONS A SCHOOL OF POSTGRADUATE STUDIES FOR UFH

During the official campus opening ceremony at the beginning of this year (2020), the Vice-Chancellor Prof Sakhela Buhlungu, spoke passionately about steering the university towards becoming a Smart Rural University. The VC flagged the securing of dedicated funds for research support, particularly for young women, black postgraduate students and post-doctoral fellows as a key milestone towards a smart rural university.

Dr Mamadi Matlhako, Director of Postgraduate Studies (PGS) within the Govan Mbeki Research and Development Centre shares the VC's vision and passion. She has crystallized the idea by envisioning the establishment of a School of Postgraduate Studies (SPS) at the University Fort Hare.

This Week@FortHare spoke to Dr Matlhako to find out more about the opportunities and challenges which prevail within the Postgraduate Studies Unit including what she perceives as the role of the (future) School of Postgraduate Studies.



// Dr Mamadi Matlhako

Please share with us a brief bio with specific focus on your employment history and qualifications.

My employment prior to UFH was in the United States. With a MSc and PhD in Sociology from Emory University, focusing on political economy of development and comparative education, I started my career as a Graduate Teaching Associate at Emory University, where I taught *Introduction to Sociology; Comparative Education and Comparative Political Economy*. I then took a 1-year visiting Assistant Professor position at James Madison University and the next year at St. Norbert College.

I was appointed Assistant Professor of Interdisciplinary Studies and Global Black Studies at State University of New York (SUNY), Purchase College, where I taught Sociology and Global Black Studies, including *Globalization and Education Development; Global Social Issues; The Politics of Implementing Gender in Development; Aid and Poverty; Economic Sociology; and Theoretical Perspectives on Gender and Development*. Some of these interdisciplinary courses were co-taught with anthropology, economics, and psychology professors. I also led a *Student Learning Community* programme structured to connect students to my *International Freshman Seminar and Globalization and Education* courses.

After 7 years, I moved to SUNY Empire State College to take a position as Assistant Professor of Interdisciplinary Studies and Director of the College's Brooklyn Academic Center.

In addition to managing the center, I taught traditional and online undergraduate and graduate courses including *Economy and Labor Markets; Political Economy; Research methods; Social Theory; and Introduction to Statistics*. Prior to this position, I was Travelling Faculty member at the School for International Training Graduate Institute, travelling internationally with honours students studying comparative human rights. I team-taught *Fieldwork Ethics and Comparative Research Methods* with an anthropologist and *Issues in Human Rights* with an anthropologist, an economist, and a human rights law professor.

What is your key focus as the Director of Postgraduate Studies

I continue to focus my efforts on two key priorities:

- Capacity development for staff and students, and
- Developing a postgraduate pipeline, specifically for South Africans.

In the past four years significant progress has been made in research skill training and professional development. Now Covid-19 has provided us with an opportunity to strengthen the programme by bringing in a diverse group of experienced and accomplished international academic scholars from the US, UK and Canada to facilitate some of our workshops. The facilitators are well trained in research

methodology with an immense knowledge of online delivery and training; and they have incredible experience working in higher education capacity building initiatives in Africa and other developing countries. They understand the challenges faced by postgraduate students in developing countries. With this background, experience and insight, they are exposing our students and staff to invaluable research and supervision skills.

I think it is very important that we have a training program that imposes the added constraint of an international litmus test. By actively demonstrating the standard of work and the quality of supervision required, I believe it is possible to continually raise the quality of our research and supervision.

POSTGRADUATE PIPELINE PROJECT

I would like to take a moment to clarify the purpose of the postgraduate pipeline. Retaining and ensuring the effective progression of South African students in the postgraduate pipeline is a challenge. The postgraduate pipeline project is intended to address the under-representation of South Africans at the doctoral level and beyond in South African higher education sector.

According to the University Capacity Development Programme (UCDP) in 2017, out of a total of 17,377 academic staff in South Africa, 6260 were "African". Of this number, 1880 (30%) held a doctoral degree. Disaggregating the figures at UFH by nationality reveals under-representation of black South Africans at the PhD level.

In 2016 the graduation rate for South Africans was only 18% - compared to 25% for international students - even though South Africans comprised 65% of PhD enrollment. In 2017, 2018 and 2019 the graduation rates were 30%, 35% and 29%, respectively. This problem needs urgent intervention in line with the national transformation agenda.

Ultimately, my goal is for PGS to support all postgraduate students and their supervisors at the university to ensure that we provide an environment that is equitable and enabling. To reach that level, we have to start with the basics:

- Providing high quality capacity development that helps all postgraduate students to develop the skills they need to be excellent researchers;
- To support supervisors so that they can provide better support to their students; and
- To ensure our policies and procedures are clear, fair, transparent and consistent.

Which areas do you think need to be polished when it comes to postgraduate student research?

I have observed shallow theoretical engagement in many students' presentations at Faculty Higher Degree Committees. Students remain preoccupied with theories and methodologies of the global North. This non-reflexive adherence to existing theories and conceptual frameworks

holds back active critical and reflexive engagement with the issues researched and with the theory informing them.

This prejudice in favour of "practical solutions" over theoretical critique has unfortunate implications for the quality of academic scholarship. We must provide teaching and learning that evokes critical thinking and we should encourage scholarly creativity at postgraduate level. Critical thinking is a process that takes considerable time and reading. It cannot be learned in a few short workshops. We also need to train our students in grounded theory that they can use to produce their own theories. There is a great opportunity for students to decolonize research with their own theories, given the rich and diverse context of the Eastern Cape.

What are you most concerned about in your position?

There are many concerns I have regarding postgraduate education at UFH, including the lack of dedicated space for postgraduate students, inadequate funding and weak research skills at graduate level.

What are you most optimistic about?

I am excited about the endeavor to become a balanced teaching-learning and research university. The fact that there will soon be a DVC Research and Innovation with specific responsibility for research to balance the responsibilities between teaching-learning and research portfolios, is something to be optimistic about. The balance of responsibilities will strengthen teaching-learning and the university's academic and research programmes.

UFH is a very complex institution with lots of challenges but I feel confident that the streamlining of university policies will benefit us greatly.

What are your aspirations for UFH?

SCHOOL OF POSTGRADUATE STUDIES (SPS) - to help strengthen the university's academic and research programs.

The establishment of a postgraduate school will:

- Demonstrate that postgraduate education is an integral part of the university's mission,
- Provide strategies to improve resources for postgraduate education,
- Enhance student support initiatives for postgraduate students, and
- Strengthen the University's identity as a research institution.
- It will also facilitate access to administrative processes in the enrollment lifecycle, to contribute to a positive and successful postgraduate student experience.

A School of Postgraduate Studies at Fort Hare will reflect international best practice, provide a nodal point for the organization, delivery and quality assurance of postgraduate education.

SRC PRESIDENT CALLS ON STUDENTS TO PULL TOGETHER TO MAKE THE “NEW NORM” A SUCCESS

“We need to join hands and pull through this year, together.”

As the university gets ready to welcome all students back on campus under the level 1 Risk Alert, the Interim Student Representative Council (SRC) President, Mr Sipiwo Ngcenge is calling on students to pull together and make this year a success.

In an interview with *This Week@FortHare*, Ngcenge gave assurance that the SRC would continue working tirelessly with the university management to ensure no student is left behind.

“There is no doubt that we are all anxious as we enter uncharted grounds. We have never been here before and no one has. All of this is new. But with a positive mindset and sheer determination, we can finish this year under the ‘new norm’ said Ngcenge.

“We have agreed with the Office of the Deputy Vice-Chancellor: Academic Affairs that priority must be given to first-years. Based on the fact that most of them come from rural backgrounds, they will need additional support to be fully integrated into the university community. The support offered to first-years will range from extensive tutoring to ongoing consultations, on and off campus.”

He said while delays in the allocation of data and laptop distribution continue to exist due to circumstances beyond the control of the university, progress is being made. “About 93% of students are now receiving their data. Our aim is to ensure all students receive their data. In terms of laptops, there is a huge backlog but we are confident that all students will receive their laptops soon,” he said.

Ngcenge cited four key elements that he believes would make the adjustment to the ‘new norm’ achievable:

1. Proper consultation
2. Communication
3. Adequate staff, and
4. Positive attitudes

“If we could have these key elements in place, adjusting to the new norm will be easy” he said.



// Mr Sipiwo Ngcenge

Ngcenge said the SRC’s priority now is to get the catch-up plan finalized. “We have applied pressure and we hope the plan will be available by the end of this week.”

He advised students to use their time wisely and to focus on their studies. “Time is limited, but if used wisely, it is doable. And should you get stuck, the Student Counselling Unit is available for counselling support. For academic support, we have our Peer Educators who are on stand-by to assist.”

The President also indicated that the SRC’s Academic Officers from all three campuses (East London, Alice and Bisho) were in the process of identifying suitable spaces to set up consultation offices. “We are working with the Covid-19 Task Team to ensure these consultation offices will be safe and compliant with Covid-19 health and safety regulations.”

To fellow students and the entire university community, Ngcenge conveyed a heartfelt motivational message: “We need to join hands and pull through this year, together.”

by Aretha Linden

RETURN OF THE LAST COHORT OF STUDENTS TO CAMPUS

Fast Facts:

- Remaining 5513 students to be issued with permits
- Staggered return over the next 10 – 14 days in order to comply with Covid-19 Level 1 Risk Alert regulations.
- All students in the Faculties of Health Sciences and Science and Agriculture are already on campus. They returned as part of the 1st and 2nd cohorts
- Students in the remaining faculties will return as follows:
 - o 5-9 October 2020: All remaining Undergraduates (2nd and 3rd years)
 - o 12-16 October 2020: All remaining Postgraduates (4th years, Honours, Masters, Doctoral)



by Tandi Mapukata



PROF SIMATELE SPEAKS AT 10th ANNUAL INTERNATIONAL LEADERSHIP VIRTUAL CONFERENCE

- Leading Africa out of the Coronavirus Pandemic: The Role of Women



// Prof Munacinga Simatele

More than one-third of women-owned micro small and medium enterprises (MSMEs) have expressed increased anxiety due to the uncertainty of Covid-19 and concerns on how to support the health and wellbeing of employees.

This is according to Professor Munacinga Simatele, Economics Professor, Nedbank Chair of Economics in the Faculty of Management and Commerce and the Acting Dean of Research. She spoke during the 10th Annual International Leadership Virtual Conference hosted by the Makerere University Business School (MUBS) Leadership Centre on 29 and 30 September.

Speakers at the conference themed: *Leading Africa out of the Coronavirus Pandemic: The Role of Women*, sought to cover the following:

- Economics Track
- Women Track
- ICT Track
- The Doctors Track
- Financial Institutions Services Track
- Health Track

In her presentation titled: ***The Economic impact of the coronavirus pandemic on women in business***, she outlined the following:

- Overall effect of the pandemic on businesses and the global economy
- What about women in business?-setting the context
- Impact of the covid-19 pandemic on women-owned businesses and;
- The way forward?

Explaining the context and setting of women in business, Prof Simatele said women entrepreneurs are most likely to be found in service industries than in manufacturing or technology industries. "These sectors are bearing brunt of the disruption."

She also indicated that women entrepreneurs are more likely to assume childcare, home schooling and domestic responsibilities than male entrepreneurs.

She made an example of women in the tourism sector. "Tourism is a major source of employment globally. The

industry is labour-intensive, 54% of the jobs are undertaken by women." She stated that women are more likely to be entrepreneurs in tourism than in other sectors and most of them hold low-skilled jobs in the sector, making them vulnerable to shocks.

Prof Simatele also touched on the issue of funding, stating that women are more likely to self-finance their businesses or to rely on government grants. "Women-led businesses represent a very small percentage of companies receiving venture capital or angel investments and men are four times more likely to receive these forms of support."

During her presentation, she also delved into what has been coined as a second pandemic by President Cyril Ramaphosa – gender-based violence.

"The restrictions in movement have led to more incidences of intimate partner and family violence, hurting the productivity of firms as they struggle to deal with its mental and economic impact on their employees."

Speaking about the impact of Covid-19 on women in business, Prof Simatele said women have been hit disproportionately by the Covid-19 induced lockdown. "Since most are self-employed, decline in the business is decline in primary livelihood. Because women are more likely to live with children than men, the relative increase in the childcare burden is higher for women than men."

Way forward

She encouraged women to seek out service providers that are specifically looking to help women entrepreneurs. "Join a women-focused entrepreneurial group."

According to her, governments need to put in place support programmes targeted at protecting women's livelihoods, to address food security and overall household wellbeing. "Women are less likely to have access to loans to grow their businesses post the pandemic"

Lastly, she urged women in business to get digitally skilled and transition to digital services.

"It is one of the critical survival factors in the Covid-19 crisis", said Prof Simatele.

by Aretha Linden

DR BANDA ADDRESSES SENIOR UNIVERSITY STUDENTS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE: CITY UNIVERSITY OF NEW YORK, USA

15 September 2020



// Dr Bellita Banda

A published article co-authored by Dr Bellita Banda and Prof Nasila S. Rembe titled 'School Related Gender Based Violence as a Violation of Children's Rights to Education in South Africa: Manifestations, Consequences and Possible Solutions' caught the attention of Prof Rosemary Barberet from the John Jay College of Criminal Justice, City University of New York.

Prof Barberet leads a project linked to USAID in Pretoria on school-based violence which has been arranged by a government programme in the US called Diplomacy Lab. She invited Dr Banda to address senior university students as a guest speaker on 15 September 2020.

Dr Banda said the paper which she co-authored with Prof Rembe is based on the extant statistics of GBV which unfortunately have made it easy for South Africa to lose sight of the learners behind these statistics. They are either **bullied, raped, beaten or killed** within the school premises through School Related Gender Based Violence (SRGBV).

"Moreover, based on the truism that we live in a society that is often perceived both domestically and internationally as one of the most violent in the world, this in itself justified our concerted action through research, to attempt to break the cycle of violence that young people are exposed to - starting with the school environment", said Dr Banda

The following critical questions emerged during the writing process:

- *Why is South Africa, which has a sturdy domestic legal framework failing to meet its targets in promoting the right to education due to SRGBV?*
- *Why is South Africa violating legal obligations set out in international human rights law by failing to take affirmative and meaningful action to prevent and respond; punish and redress acts of SRGBV in its schools?*
- *Are we in the right direction in curbing SRGBV towards the realization of children's rights to education vis-a-vis the human right treaties, school policies and programmes in place?*

These questions cemented the notion that it is critical that the deleterious societal and economic implications of SRGBV are well understood by policy makers and implementers, since teachers; principals; school personnel and learners continue to be implicated as perpetrators of SRGBV.

The paper also sheds light on the most predominant manifestations

of SRGBV namely: bullying, corporal punishment and sexual violence, and the absence of meaningful consequences for the perpetrators - arguably giving license for SRGBV to continue with impunity. In addition, we highlight how learners who are exposed to SRGBV are set on a life trajectory that is filled with a myriad of risks, preventing them from reaching their full human potential due to pathetic and sporadic structures in schools coupled with the feeble judicial system that takes too long to settle cases.

Lastly, the push factors for conducting this research which is an ongoing project at the 'Oliver Tambo' Chair of Human Rights (UFH), were embedded on the following:

- *The fact that millions of South African children attend school every day surely underscores the importance of ensuring that their learning environment does not expose them to SRGBV.*
- *Schools should mirror the central rights of children as enshrined in the United Nations Convention on the Rights of the Child (CRC) of 1989, which fortifies South Africa's onus to promote and protect the best interests of the child.*

Lest we forget, "Our children are our greatest treasure. They are our future. Those who abuse them tear at the fabric of our society and weaken our nation". Tata Nelson Mandela (22 November 1997).

NKUHLU DEPT OF ACCOUNTING AND KPMG UNIVERSITY LEARNING PARTNERSHIP

In the previous edition of *This Week@FortHare* we made a brief announcement of the launch of a learner support programme between the UFH Nkuhlu Department of Accounting and KPMG - one of the Big Four accounting organizations in the world. The programme aims to assist students with additional content knowledge as well as practical application of standards and legislation.

To the right, the KPMG Marketing Team provided us with full details and benefits of this exciting joint venture:



KPMG University Learning Partnership

#Learning never stops

Background and objective of the KPMG learning partnership

KPMG in South Africa, through its Citizenship team runs a Colleague Volunteerism Programme, whereby every colleague is expected to dedicate time to support communities through their time and skills. The COVID-19 pandemic necessitated for KPMG to revisit its delivery of its support to communities with the aim of finding meaningful ways that are relevant, sensitive and most suited to the present climate.

As part of this, KPMG launched a variety of virtual volunteering opportunities aimed at leveraging its skills endowment whilst furthering much needed learning and development in our communities. One such initiative was to our University community. KPMG, being aware that the 2020 academic year has been significantly disrupted by COVID-19, as a skills dependent organisation, we truly believe learning should never stop. We are also aware that the disruption of academic studies has a direct impact on the skills available in the market to support the recovery of our economy. As KPMG, we therefore wanted to come side by side tertiary institutions and students to provide meaningful and complementary support. This, we saw as our primary duty as a training organisation ourselves and as a responsible corporate citizen.

The partnership has been formed with the Schools of Accounting across a number of Universities in the country, of which the University of Fort Hare (UFH) is a part. The team at University of Fort Hare was extremely supportive of the initiative and was instrumental in shaping the material that is being produced. We are truly appreciative that

the team at UFH immediately recognised the synergistic nature of such a partnership and came on board, being instrumental in our needs assessment and programme design.

KPMG's role and contribution

The partnership involves the provision of KPMG online supplementary learning material for Schools of Accounting focused on Accounting, Auditing, Taxation, Integrated Topics and Soft Skills. Material is provided by a variety of KPMG personnel which includes its senior leadership such as the KPMG CEO, Ignatius Sehoole, KPMG's Non-Executive Director and a Corporate Governance specialist, Ansie Ramalho and many of KPMG's suitably qualified and technical people.

The material is pre-recorded and thereafter made available to partner Universities' management, who then pass it onto students as part of supplementary material for their learning. The KPMG material is not intended to substitute or compete with the University curriculum but to complement it, a vision that UFH understood from the inception of this initiative.

We are currently exploring a datafree solution that would ensure that online sessions are also available to students.



Benefits of the partnership

An initiative such as this constitutes a substantial investment by KPMG in terms of time of its most senior and technical people preparing, reviewing and delivering the material. As such, it is incredibly important for us to ensure that it derives intended value, primarily to our student community.

We see the following to be benefits from a partnership such as this:

- For **Students**: additional supplementary material is available to enhance learning, providing support to students during a challenging academic year and beyond. We believe that our material will help improve learning outcomes. Furthermore, the motivational, soft skills and Profession related material is intended to encourage students on the importance of the Accountancy profession in its essential role to guard public interest and therefore a need to stay the path to sustain industry pipeline.
- For the **Department of Accounting**: over and above benefits to the Department directly connected to students, closer proximity with the firm helps the Department and University to remain connected to industry and provides visibility of the present application of technical standards in practice, thereby contributing to the University's continued relevance.
- For **KPMG**: we are able to live out our values (For Better, Together), our role as corporate citizens whilst investing in nurturing the skills pipeline that we, as firm and wider industry need.



It has been a completely privilege for us to work with an institution with such historical significance to our country such as the University of Fort Hare. We do hope that our contribution will make a meaningful difference to the future leaders of our Profession.

And finally, it goes without saying that, our partnership being with the Nkuhlu Department of Accounting is personal for KPMG and makes our partnership extra special, this being a tangible way of continuing to honour the legacy of our KPMG Chairman, Professor Wiseman Nkuhlu.



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SOUTH AFRICA'S AUTO INDUSTRY HIGHLIGHTS THE SOCIAL AND EMPLOYMENT COST OF INNOVATION

Analysis by - Bianca Ifeoma Chigbu, Doctoral candidate, University of Fort Hare and **Prof Fhulu. H. Nekhwevha**, Acting Executive Dean, Faculty of Social Sciences and Humanities, Teaching and Learning, University of Fort Hare, University of Fort Hare.



// Bianca Ifeoma Chigbu



// Prof Fhulu. H. Nekhwevha

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In South Africa, local operations of international motor manufacturing companies [must constantly innovate](#) to meet global demands and offer competitive value. The way work is done is constantly changing.

The [current technologies](#) adopted in the workplace are ever smarter than those that went before.

This trend, driven by economic forces, [does not always lead](#) to social improvements. Automation and the use of robots in manufacturing, combined with new working methods and systems, can have negative social impacts on workers.

Job automation in South Africa

There has been an [increase](#) in technology in South Africa's automobile sector since 2003. [Most of the work](#) in vehicle manufacturing has been automated, which makes manufacturing easier, faster, and more productive. More units of cars are produced daily. Companies used to manufacture only 20 units of cars hourly. Now they are manufacturing over 100 units an hour using the same number of autoworkers.

[Our study](#) of the industry found that automation is well advanced. The sector's body shop is fully automated. The paint shop is 80% automated. There is about 20% technology utilisation in the car assembly line. And logistics is making a lot more use of machines than before.

These percentages are an indicator of how workers have lost the contest with technology in the industry. Many workers are being deskilled: they no longer fully use their skills to do their job, because robots do most of the work. The remaining workers are being reshuffled to assembly lines likely to be automated with time. This increase in job automation and deskilling can cause some workers to lose their jobs because their skills have been substituted by machines.

We gathered data through in-depth interviews with 30 participants, drawn from three automobile companies. They included managers, autoworkers and workers' representatives.

Our interviews with management revealed that management does not necessarily prefer machines over human workers. But in order for the product to compete, they have to consider production capacity, quality and workplace economics.

Where they intend to introduce machines, it is not to take over the jobs of the workers but because some tasks require the use of machines. For example, one cannot expect workers to lift a car while another person is working underneath it. A machine can do that without endangering the workers. Still, management said that if given the chance, they would replace more workers with machines as robots perform more tasks efficiently and boost productivity without the need for negotiation.

What automation means for workers

Though robots have eased the process of labour, their increasing use [stagnates](#) the population of workers on the shop floor, paint floor, body shop and assembly line.

The decisions that resulted in the reallocation of many autoworkers from the body shop and paint shop to the assembly line are almost irreversible. One worker said:

If you have to look at the traditional press line, you would have an average of 20 operators. Now you only need four operators just to pack the parts. So, 16 workers are reduced by introducing five robots. The affected workers are moved to other departments within the industry for now.

Growth in the automobile industry does not create more jobs for human workers. Where automation does create jobs, it is mostly in managing the technology. It doesn't create work for existing skills.

This creates the threat of a rising [unemployment rate](#), which was at 30.1% in the first quarter of 2020. That, in turn, contributes to South Africa's position among the most [unequal countries](#) in the world.

Driving forces

The adoption of technologies can relieve workers from strenuous tasks and boost productivity but will most likely also relieve workers of their jobs entirely.

As an initiative to boost productivity and save costs, [the global auto industry](#) expects thousands of job losses with an estimation of 234 000 jobs cut by 2030 in Germany, 12 000 job cuts by Ford in Europe by the end of 2020, and 2 000 job losses in India by the end of 2020.

We noted in our research that the capacity of the auto workers' trade union, the [National Union of Metalworkers of South Africa](#), to collectively restructure the auto sector with management and benefit all stakeholders is weakened due to the coercive control of the management and top-down labour arrangement.

Innovation is the driving force of consumers and this is what management responds to. But instead of valuing innovation above all else, industrial policy-makers should seriously examine how far it can boost the human condition before it becomes a problem by contributing to job losses, employment uncertainty, deskilling and inequality.

The solutions would be to retain existing jobs, increase job opportunities, revamp industrial policy, reduce the rate of task allocation to technologies, and make the automobile sector's production process more labour intensive than capital intensive.

The state, car companies, unions, workers, consumers and society in general all have a role to play in effecting meaningful economic change and employment reform that is sustainable for all.

Milk, bile and honey by Dr Nomzamo Dube

CENTRE FOR TRANSDISCIPLINARY STUDIES HOSTS VIRTUAL BOOK LAUNCH

On 25 September 2020, the Centre for Transdisciplinary Studies (CTS) hosted a virtual book launch for Dr Nomzamo Dube's debut book titled *Milk, bile and honey*. The launch discussion was chaired by Sue Nyathi, an Investment Analyst and fellow writer.

During the launch, Dr Dube provided an overview of her book which follows a male protagonist who grew up with present yet absent parents. When the wave of the liberation struggle began in Southern Rhodesia (present day Zimbabwe), the protagonist joined, pushed by his desperate desire to hold an AK47.



// Dr Nomzamo Dube

The book narrates untold stories of the liberation war in the country and even beyond the borders of Zimbabwe. Even participants who had read the book highlighted that *Milk, bile and honey* re-writes the history of the country and fills a gap in mainstream literature.

"I started off by writing short stories and shared them on social media with my friends and followers. I received an overwhelming support and comments from individuals who would constantly ask me if I would consider writing a book. I had a conversation with the protagonist in 2012 and he narrated his version of the armed struggle as it unfolded in Southern Rhodesia. I was captivated by this tale, which was different from what is portrayed in the history school syllabus of the country; hence, I decided to write a book about the protagonist's lived reality and his experiences", said Dr Dube

The discussion was followed by a question and answer session. One major discussion centred on the possibility of the use of *Milk, bile and honey* as a literature set book in Zimbabwe. However participants lamented the fact that the book may not be used anytime soon as it contradicts the current history syllabus of that country.

E-book and paperback copies are available at Amazon and Creative Books.

by Asaduma Baloyi



// Alice and East London choir

UFH CHOIRS COLLABORATE TO RECORD A JOINT ALBUM

For the first time ever, the East London and Alice UFH Choirs have recorded a joint album to produce the third University of Fort Hare Choir album. Previously, the campus choirs recorded an album each separately.

Due to the Covid-19 pandemic, institutions of higher learning have been compelled to do things differently, including hosting virtual graduations. Due to the inability of the choirs to render songs at the venue-based graduation ceremony it thus became necessary to record the songs in preparation for the next cycle of graduation ceremonies – should this be held virtually.

The album consists of 6 tracks (*Gaudiumus, uNokholeji, uBawo Wethu oseMazulwini, uSana Olungena Nina, uSiya Giya* and *uMfana*).

"The collaboration between the two choirs was a bit of a challenge at first, but we learnt valuable lessons from each other. Overall the project was a success. Our objective was to leave a legacy that will have a lifetime because these songs are special to the institution and have never been recorded before", said Siphe Hagile, Chairperson of the Alice campus choir.

Khwezi Madolo, Chairperson of East London campus choir, concurred:

"We are pleased to have recorded this album because the UFH graduation is very unique compared to other Institutions. We have vibrant and lively graduation ceremonies. With this album we feel we have captured the essence of the graduation and how we celebrate on the day. Hopefully, when fellow students and parents listen to the album it will be like they are at a UFH graduation."

UFH Music lecturer and Producer, Mr Ndumiso Mtshali is grateful for the opportunity to collaborate since the choirs had never worked together in studio before.

"I have learnt a lot as a producer since it was my first time working with a large number of choristers. But I would also like to thank Mr Dumisani Tembani who directed the music. He did an outstanding job", said Mtshali.

The recording was done in partnership with the Student Affairs Division, Office of the Registrar, and Institutional Advancement.

The album will be released at a later stage.

by Asaduma Baloyi



// Dumisani Tembani and Ndumiso Mtshali



University of Fort Hare
Together in Excellence

UNIVERSITY OF FORT HARE CONSTITUTION OF A NEW COUNCIL: NOTICE TO ALL ALUMNI

The University of Fort Hare is in the process of establishing a new Council for the University, in line with the revised Statute of the University. The Statute provides for, among others, representation of Convocation on Council by a representative of Convocation's Executive Committee.

UFH CONVOCATION

The Convocation of the University of Fort Hare is a statutory body which consists of all persons who have obtained a degree or a diploma from the University and constitutes the largest constituency of the University. The University relies on its alumni to, inter alia, facilitate representation of Convocation on appropriate university governance structures as determined in the Statute and the Rules of the University.

CALL TO ALL ALUMNI

All University of Fort Hare alumni, wherever they are, are hereby invited to support the University's efforts to establish a new Council and strengthen governance at the university. Towards this end, we call on alumni to –

(i) avail themselves to reconstitute and consolidate the broad collective supporting the University of Fort Hare, and (ii) participate in the election of a **new executive of Convocation**, as will be facilitated by officers of the University. We thus call on alumni to share their contact details with the UFH officer named below.

To register/ update contact details: send an email to: NMakohliso@ufh.ac.za by 30 October 2020.

WILLINGNESS TO SERVE ON THE EXECUTIVE COMMITTEE OF THE UFH CONVOCATION:

Verified alumni are invited to make themselves available for service within the UFH Convocation Executive Committee. Such interest must be expressed via email to the Registrar at registrar@ufh.ac.za

Submissions must reach the Office of the Registrar by 15 November 2020.

Elections for this body will take place via electronic voting. Further details on the elections will be provided by the Registrar



University of Fort Hare
Together in Excellence

Student Counselling Unit SMASH FRIDAYS

(STUDENT, MENTAL, ACADEMIC, AND SOCIAL HEALTH)

To be presented every Friday by the SCU Staff

An array of topics will be presented on 'teams' to assist you during these challenging times

This week topic: **"Dealing With Trauma"**

Presented by: Simnikiwe Magqamfana

Date: Friday 02 October 2020

Time: 15:00 – 16:00

Your attendance will be highly appreciated!



University of Fort Hare
Together in Excellence

ThisWeek@FortHare your weekly newsletter

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Submission deadline 5pm Tuesdays